



2020



# Global Comparative Review on Student Success Final Report

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# Acknowledgements

We would like to acknowledge the institutional commitment and strength the 17 participating higher education (HE) institutions demonstrated over 2020 to complete the global review. Their outstanding commitment and support for students and staff during the global impact of COVID-19 is evident in this Final Report.

Online Peer Solutions (trading as Peer Review Portal) and OneHE partnered to support these 17 HE institutions. We genuinely believe in cross-sector partnerships to improve quality learning and teaching and institutional practice as well as share sector good practice and look forward to ongoing global reviews of strategic themes in HE education.

# Executive Summary

The global benchmarking review (referred to in the Final Report as 'global review') on student success focused on three key themes: 1) Academic advising; 2) First Year Transition and Retention; and 3) Student Wellbeing and Safety. 17 HE institutions from six countries participated in the global review.

The core purpose of benchmarking in higher education (HE) is to support continuous quality improvement processes at the institutional level. Benchmarking can be used for institutional self-review purposes and as part of a collaborative, comparative exercise (ACODE, 2014). The three identified sector themes in student success were reviewed individually, however, there was some duplication across the benchmarking topics due to the nature of the benchmarking themes. Some of the HE institutions chose to explicitly do a more 'deep dive' of one theme at the institutional level to align to institutional strategic plans and projects. One HE institution focused the review at the faculty-level to provide a review of academic advising activities to identify areas for improvement and good practice which could be fed back into faculty planning, reporting, and resourcing processes.

The outcomes from the global review included the self-assessment of institutional areas of good practice, improvement and further enhancement (See pp.52-66).

# Sector Findings

The sector findings from the global review were substantially impacted by COVID-19, particularly in relation to the challenges associated with supporting students and staff during 2020. Student success was indeed a global effort, which saw a sector shift towards a more student centred approach to supporting students. The global review also highlighted the significant resources used to support student success during 2020, but also the importance of HE institutions working with their local communities to support students and their families.

The global review also captured the considerable effort that these 17 HE institutions put into supporting their students, but also the increasing need to focus on institutional dashboards to monitor and measure student success.

## Key Sector Themes on Academic Advising

*Areas of good practice at the sector level*

- Plans/frameworks and organisational frameworks in place
- Ethical, culturally responsive, and inclusive practices
- Address students cognitive, interpersonal, intrapersonal, civic engagement and employability skills

*Areas for improvement at the sector level*

- Are student coaching programs in place and how are they measured?
- Culture of evaluation and review and how are they measured
- Methods of data collection and evaluation and reporting

*Impact of COVID-19 on academic advising*

- There has been a sector shift to a more student centred approach
- Important role of student tutors and academic advising teams to support students
- Strengthened coordination of support and resources across institutions
- Task forces and teams were critical in the institutional coordination of COVID-19
- Increased support through social media posts/blogs/webinars, online resources
- Residential school components/placement requirements for professional membership was challenging
- Challenges in moving to 100% online and remote access
- Changes to assessment, including assessment due dates and exam alternatives
- Scholarships and financial support for students
- Move to online learning platforms and some universities paused teaching to set this up
- Significant strain on resources, upgrading IT equipment; time management and unmanageable workloads

## Key Sector Themes on First Year Transition and Retention

*Areas of good practice at the sector level*

- Organisation structures and strategies to ensure coordination of first year transition
- Policies and process to support FY transition and how effective they are in implementation
- Programs to support students' academic and technical skills
- Programs to support engaging with professions/industry in first year of study

*Areas for improvement at the sector level*

- Peer support programs
- Policies and plans to support first year transition
- How is the effectiveness and impact of first year transition and retention monitored and evaluated?

*Impact of COVID-19 on first year transition and retention*

- Active ways of working with students that support retention
- Updates to strategic plans and traction on project to deliver significant enhancements and improvements to retention
- Changes to policies so that students can have more practice with assessment before grades count and/or failures are not recorded
- Orientation programs were delivered fully online, with some delivering face-to-face with small groups
- COVID-19 moved orientation, transition, and induction online with learning management systems and online hubs
- Guidance on how to interact online

*Key institutional projects on retention*

- Observe students' digital footprint and collect data on student participation
- Challenging to determine which programs are directly impacting retention, due to students accessing multiple programs and services
- As retention is measured at the institutional level, it is exceedingly difficult to determine individual student retention. Swinburne shared their Attrition Propensity Model
- Ōritetanga Learner Success Project, the University of Waikato is developing a robust new learner analytics framework
- KBS coordinated a *financial and academic support package for international students with the highest-ever rate of retention* (Student Experience Team, Finance team, Operations team, Marketing team, Student Recruitment team) As a result, KBS was one of four finalists in the International Education category at the AFR Higher Education Awards- the only non-University to be shortlisted

## Key Sector Themes on Student Wellbeing and Safety

*Areas of good practice at the sector level*

- Personal support services and programs available to support student wellbeing
- Support services meet the needs of different student cohorts and modes of delivery
- Internal process in place to support students who experience (or declare) poor mental health

*Areas for improvement at the sector level*

- Timely, accurate advice on avenues and contacts for support on student wellbeing
- Effectiveness and impact of support services
- Strategies in place to promote a safe environment for all students in a physical space
- Active ways of working with students to support student mental health
- Educational resources to promote mental health
- Significant increase in counselling support for students
- Significant amount of financial support (e.g., job support, food banks, financial counsellors, sewing machines, computers, staff and community groups donate money and food to students)

*Impact of COVID-19 on student wellbeing and safety*

- Sector shift towards a focus on student and staff wellbeing at the institutional level (frameworks, policies, committees)
- Not easy to measure wellbeing in a holistic, comprehensive way
- Sector shift to developing websites and resources on COVID-19
- Virtual events promoting student wellbeing and student life in the absence of on-campus activities
- Personal support services were moved to an online/virtual community and consultations by phone or Webex
- Support services are yet to be evaluated
- Open Day was facilitated through the development of an interactive digital-style campus tour called 'Swintopia'. Deploying avatars and game style interactions, Swintopia is recognised as an innovative digital space for students to explore the campus and obtain the information they need to support their transition into university.
- Piloting a case management approach to support student wellbeing as they navigate challenges to changes to living arrangements, financial security, and the transition to online learning (Waikato)

*Key institutional projects on student wellbeing and safety*

- Prior to the 2020 Easter break Faculties piloted remote/facilitated delivery across 16 programs covering both vocational and higher education. Lessons from the pilot informed the design of professional development programs, student engagement strategies and orientation/training in the use of the technology essential to the remote/facilitated delivery model (Holmesglen)

## Project Aims

The global review had four key aims:

- 1) Benchmark key processes and data on student success across the HE sector,
- 2) Build capacity for HE institutions to participate and share good practice and challenges through collaborative networks,
- 3) Validate global themes with an international expert in student success, and
- 4) Develop institutional recommendations, including good practice case studies.

17 higher education institutions from six countries participated in the global review on student success (Table 1). Due to the significant challenges and impact from COVID-19, 25 universities withdrew from the global review.

**Table 1.** Participating HE institutions from six countries

Countries	
Australia	Australian College of Nursing (ACN) Australian Institute of Higher Education (AIH) Australian Institute of Professional Counsellors (AIPC) Asia Pacific International College (APIC) Central Queensland University (CQU) Excelsia College Holmesglen Kaplan Business School (KBS) Melbourne Institute of Technology (MIT) Murdoch Institute of Technology Swinburne University of Technology
Colombia	Universidad del Norte
Ecuador	Universidad Técnica del Norte
England	The University of Manchester University of Portsmouth
Mexico	Universidad Veracruzana
New Zealand	University of Waikato

Each HE institution was asked what they would like to learn from the global review. A summary is provided below:

- Key themes to benchmark practice against international peers,
- Sharing good practice from their own institution and sharing best practice models,
- Identifying areas for improvement and good practice and learning from sector level data,
- Key themes in student success and opportunities to improve student outcomes,
- How to better support students,
- That our strategies are fit for purpose,
- How to support first year retention and transition and improve academic advising strategies, and
- Sharing our projects and initiatives.

The findings from this global review also provides an intensive review of the key lessons learned from the impact of COVID-19 on student success.

## Project Deliverables

The project deliverables for the global review include:

- 1) Individual institutional self-review reports on each chosen theme,
- 2) Individual online support meetings to discuss the global review,
- 3) Three online global review workshops, including presentations and data comparisons,
- 4) Final report with institutional recommendations, sector good practice and sector challenges, and
- 5) Good practice case studies published on the OneHE online platform.

## Project Methodology and Timeline

The global review had six phases which were underpinned by benchmarking methodology (ACODE, 2014). Due to the COVID-19 pandemic, the self-review phase was extended from two to seven months to provide ongoing support to participating institutions.

- **Phase 1: Project Preparation (January 2020-February 2020)**
  - Invitations were sent out to HE institutions to participate in the global review on student success and expression of interests were recorded. Online Zoom meetings with HE institutions which expressed interest in participating in the global review, including agreement on key areas of interest in student success and key datasets.
  - Development and agreement on a benchmarking template for each sector theme (scoping statement, good practice statements, performance indicators, performance measures, rationale and evidence, recommendations for improvement).
  - Each participating HE institution signed a collaboration agreement, which included an institutional context statement and identified institutional coordinators for each theme.
- **Phase 2: Self-Review (March 2020-October 2020)**
  - Each HE institution undertook a self-review of their chosen themes, which included working groups and surveys across their institutions to collect data and evidence for the review.

- This phase also included the identification of possible institutional recommendations as a result of the global review.
- **Phase 3: Validation and Analysis (November 2020)**
  - The validation of self-review reports with each institution.
  - Collation and comparative analysis of data and processes (See Appendices 1-3).
  - Identification of good practice areas and areas for improvement.
  - Validation of sector results with an external expert in academic advising. Dr Emily McIntosh, Director of Learning, Teaching and Student Experience at Middlesex University provided a critical review of the key themes in the global review which was presented at the peer review workshops.
- **Phase 4: Peer Review Workshops (18-20th November 2020)**
  - Documentation for the three workshops on Zoom was provided to participants prior to the 2-hour workshops. 120 participants from across the globe were involved in the Peer Review Workshops to calibrate results and share good practice and challenges in student success.
  - Participants were also invited to be part of the OneHE online platform to share good practice and resources during the workshops.
- **Phase 5: Final Report (January 2021)**
  - A confidential Final Report with institutional recommendations, sector good practice and sector challenges.
- **Phase 6: Good practice case studies (January 2021)**
  - OneHE showcases good practice case studies from the global review on the OneHE platform.



# Global Comparative Review on Student Success

## Benchmarking Theme 1: Academic Advising

Self-Review Rating Key	Yes	Yes, but	No, but	No	Did not complete
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KPM: 1.1: What organisational structures and institutional goals are in place across the institution for Academic Advising systems/frameworks or models? How effective are these structures or models?	
Institution	Self-review rating
<p><b>Good Practice</b></p> <p><i>Many of the universities have organisational structures, strategic goals and policies in place which support academic advising across the institution. Some examples include:</i></p> <ul style="list-style-type: none"> <li>• Student and Corporate Services Division; Tertiary Education Division (CQU)</li> <li>• Strategic Plan aligned to UN Sustainable Development Goals and the National Development Plan of Ecuador and the Development Agenda of Zone 1 (UTN)</li> <li>• Hub-spoke-model, Academic Division and Centre for Tertiary Teaching and Learning (Waikato)</li> <li>• Support for Comprehensive Student Training Department and operational coordinators for tutors (UV)</li> <li>• Professional Service Departments: Department of Curriculum and Quality Enhancement, Careers and Employability and Department of Student and Academic Administration; Each School has a Senior Tutor; Personal Tutor System (Portsmouth)</li> <li>• Policy on Advising Taught Students; Personalised Learning; Student Advisor (SA) Network and Survey of Senior Advisors (Manchester)</li> <li>• Student Affairs (or University Wellbeing in Spanish) and the Student Success Resource Center (CREE). CREE has two units related to student academic support: Content-based Academic Support Unit and Academic Orientation Unit (UniNorte)</li> </ul> <p><i>The smaller independent institutions have specialised centres and learning advisor/tutor support for academic advising, such as:</i></p> <ul style="list-style-type: none"> <li>• Focus on learning advisors and tutors; modules (AIPC)</li> <li>• Writing and Referencing Centre (ACN); Student Learning Support (APIC); Learning Advisor access to national tutor (KBS); Centre for Learning support service (MIT).</li> </ul> <p><i>Two HE institutions track student support through surveys and data units. KBS undertakes a number of national and international surveys which positions them as a leader in student support (QILT Student Experience Survey, PIEoneer Awards, International Student Barometer (ranked 1st in student support). UniNorte has a Retention and Academic Success unit which holds the data and information analysis for students' attendance on CREE's services, graduation and attrition.</i></p> <p><i>Three HE institutions (CQU, KBS, Waikato) have an external strategic partnership arrangement with Studiosity, which is a third-party service that supports students 24/7 on academic literacy skills and core subject support.</i></p>	
Australian College of Nursing (ACN)	Yes
Australian Institute of Higher Education (AIH)	Yes, but
Australian Institute of Professional Counsellors (AIPC)	Yes
Asia Pacific International College (APIC)	Yes
CQUniversity (CQU)	Yes
Kaplan Business School (KBS)	Yes
Melbourne Institute of Technology (MIT)	Yes
University of Manchester (UoM)	Yes
Universidad Técnica del Norte (UTN)	Yes, but
Universidad del Norte (UN)	Yes
Universidad Veracruzana	Yes
University of Portsmouth	Yes
University of Waikato	Yes
<p><b>Under Development</b></p> <ul style="list-style-type: none"> <li>• The University of Waikato is seeking to implement a Student Success Advising model. Portsmouth has amended their Personal Tutoring and Development Framework and this is undergoing phased introduction.</li> <li>• Manchester is moving the training of academic advisors to the Institute of Teaching and Learning and the Universidad Veracruzana needs to put in place an evaluation instrument to measure the performance of tutors.</li> </ul>	

**KPM:1.2: What relevant information and services are available through academic advising to support student learning and student equity? How effective is this information in reaching students?**

Institution	Self-review rating	Good Practice
Australian College of Nursing (ACN)		<p><i>HE institutions have a substantial amount of information and services available through their academic advising services to support student learning and student equity.</i></p> <ul style="list-style-type: none"> <li><i>Relevant information and services include: Banners, screen displays, posters/flyers, orientation workshops, class visits, Moodle sites, email newsletter, blogs, Facebook, live chat, websites, libraries, charging stations, Wi-Fi and Apps, online study guides, psychometric testing, policies and procedures, outreach strategies, personal tutoring, student management systems, forums, contests, cultural weeks, online courses, student support services, Turn-it-in, academic skills resources, Learning and Teaching Centres; Student associations and academic clubs, national and international networks; comprehensive training support programs; counselling services; each student is allocated a tutor in Year 1; Senior Tutors Network; Chinese social media platforms, University App; Senior leadership positions for student cohorts; English language development program</i></li> </ul> <p><i>There are many centres and training support programs available for students. For example,</i></p> <ul style="list-style-type: none"> <li><i>Writing and Referencing Centre and Tutor each term (ACN)</i></li> <li><i>Skills for Tertiary Education Preparatory Program (STEPS) and Tertiary Entry Program (TEP)</i></li> <li><i>KBS's learning resources are managed via a carefully constructed system; Academic Success Centres; National Manager, Information Resources (NMIR) Information Resources Working Group (IRWG)</i></li> <li><i>Centre of Learning (MIT) students with dedicated Teaching and Learning resources and programs</i></li> <li><i>Development of Comprehensive Training Support Programs (Professor Tutor); services for academic counselling are extensive (Universidad Veracruzana)</i></li> <li><i>Each student is allocated a tutor at the beginning of Year 1. A maximum of 50 tutees cross all years applies to a single tutor. Open Door Policy. The University has a personal online training package. There is a Senior Tutors Network (Portsmouth)</i></li> </ul>
Australian Institute of Higher Education (AIH)		
Australian Institute of Professional Counsellors (AIPC)		
Asia Pacific International College (APIC)		
CQUniversity (CQU)		
Kaplan Business School (KBS)		
Melbourne Institute of Technology (MIT)		
University of Manchester (UoM)		
Universidad Técnica del Norte (UTN)		
Universidad del Norte		
Universidad Veracruzana		
University of Portsmouth		
University of Waikato		

*Some HE institutions have dedicated support for student equity, which includes:*

- Information to support student learning/equity: • My Learning Essentials • Residential life advisors; University's Disability Advisory and Support Service • Counselling stepped care model – for students experiencing mental health challenges • Student Support • Financial well-being (UoM)*
- Indigenous Student Engagement team-OneMob Virtual Yarning Circle, Ally Network, Multi-Faith Chaplaincy service, 13 university UG and outreach program across Australia, MyCQU Student Portal (CQU)*
- Māori Student Support is overseen by the Deputy Vice-Chancellor Māori; Pacific Student Support is overseen by the Assistant Vice-Chancellor Pacific and a dedicated role - Pacific Student Success Coordinator*
- English Language Development (ELD) programme is a new initiative designed to support the ongoing English language needs of all students (Waikato)*
- Academic Orientation Unit and Content-based Academic Support Unit (UniNorte), students on 'Academic Recovery Status'*

**Under Development**

- There is a missing link in the Tutor system for closing the loop with information sharing between professional services and tutors. Challenges include confidentiality and General Data Protection Regulation (GDPR) (Portsmouth)*
- There is an increased emphasis on consolidating staff offices and creating open spaces, issues of privacy with students is compromised (Portsmouth)*
- Inclusion and Diversity Committee worked on a 'special attention route for diversity', which includes all the students that belong to special ethnicity, violence victim group, with a physical or cognitive disability, LGTBI, etc. This pathway (on pilot stage on 2020) address the special needs of all diversity populations. The attention to the academic needs are coordinated by CREE and includes advice to teachers and for students, academic orientation by psychologists, personalized accompaniment (learning skills and disciplinary content) by student peers and follow-up with Academic Program Coordinators (UniNorte)*

**KPM1.3: What student coaching programs are in place across the institution? How effective are these coaching programs and how are they measured?**

Institution	Self-review rating	<p><b>Good Practice</b>  <i>Many HE institutions had student mentoring programs and peer assisted study sessions available for students. For example:</i></p> <ul style="list-style-type: none"> <li>• Student Mentor Program, Student Leadership Program, Peer Assisted Study Sessions (PASS); Student Leadership Conference. PASS leaders undergo nationally accredited training and ongoing professional development (CQU)</li> <li>• Kaplan Business School runs coaching workshops and offers students one on one coaching sessions. <i>One student who had postgraduate qualifications in computer science was working as a hotel room cleaner for less than \$25 per hour. In one coaching session, she was able to overcome her limiting belief that she was not smart enough to work in software development in Australia. She now works as a PHP Developer.</i></li> <li>• Peer to peer Mentoring Program (Melbourne Institute of Technology)</li> <li>• Peer Assisted Study Scheme would fall under this heading – they are facilitating learning rather than coaching specifically, but PASS fulfils a variety of functions including inclusion, belonging and self-efficacy. There is also a well-supported Peer Mentor scheme at institutional level (UoM)</li> <li>• "Know your University" program works as an introductory training program (UV)</li> </ul> <p><i>Two universities offer students a range of external programs and events to support student learning. For example:</i></p> <ul style="list-style-type: none"> <li>• Participation in calls for national and international events such as student mobility and exchange of knowledge and experiences is facilitated (Universidad Técnica del Norte)</li> <li>• Programs for the development of entrepreneurship and creativity. Academic entities promote the development of a series of activities that favor the professional growth of students; professional internships, technical visits and business stays, and study trips (UV)</li> </ul>
Australian College of Nursing (ACN)	Red	
Australian Institute of Higher Education (AIH)	White	
Australian Institute of Professional Counsellors (AIPC)	Orange	
Asia Pacific International College (APIC)	Red	
CQUUniversity (CQU)	Light Green	
Kaplan Business School (KBS)	Light Green	
Melbourne Institute of Technology (MIT)	Dark Green	
University of Manchester (UoM)	Orange	
Universidad Técnica del Norte (UTN)	Light Green	
Universidad del Norte	Orange	
Universidad Veracruzana	Dark Green	
University of Portsmouth	Light Green	
University of Waikato	Red	

**Under Development**

*Some of the smaller HE institutions do not have dedicated student mentoring programs in place. For example,*

- Student coaching programs not available (ACN)
- Informal student connect program but no formal peer coaching (AIPC)
- Student mentor program was initiated in 2018 but did not succeed due to lack of student participation (APIC)
- Not applicable in New Zealand but this is something the University is interested in finding out about (Waikato)

*Three universities are in the process of strategically strengthening their student training/coaching programs across their institutions, with two focusing on measuring the effectiveness of these programs. For example,*

- Develop a solid strategy of "training programs" that even by region allows to take advantage of the regional vocations of the specific study programs or by set of academic areas and how to measure the effectiveness of training (Certificates) (Universidad Veracruzana)
- A student coaching program is currently not in place but from Oct 2020, the updated Personal Tutoring and Development Framework, has the provision of student coaching. COVID-19 has delayed staff training program on coaching (Portsmouth)
- Certification of Coaching is necessary in Colombia, but there are many elements of coaching on their academic orientation services. Besides, CREE through the content-based academic support offer tutoring services on a wide range of subjects (more than 200) that covers all the academic programs. (Health, Engineering, Social Studies, Architecture and Design, Law Studies, etc.). They are just beginning to measure effectiveness (UniNorte)

**KPM: 1.4: How are various Academic Advising frameworks financially resourced? Is the funding internally or externally resourced? Are these frameworks effectively resourced?**

Institution	Self-review rating	<p><b>Good Practice</b>  <i>At a national level, government bodies in Australia, England, and New Zealand support universities with external funds to support student-related services and support. For example,</i></p>
Australian College of Nursing (ACN)	Orange	<ul style="list-style-type: none"> <li>There has been a national reform in Australia in 2021 for Equity Funding to support regional, remote and Indigenous students and students from low socioeconomic (SES) backgrounds and new Regional Partnerships Project Pool will provide \$7.1M over 4 years to increase participation to university. (CQU)</li> </ul>
Australian Institute of Higher Education (AIH)	White	<ul style="list-style-type: none"> <li>The University of Portsmouth has many funding streams including: Office for Students (OfS) top up on some courses, student fees, Quality-related research funding (QR) from the Research Excellence Framework (REF) assessment and research/innovation income.</li> </ul>
Australian Institute of Professional Counsellors (AIPC)	Light Green	<ul style="list-style-type: none"> <li>The Student Services Levy (SSL) is a compulsory fee which funds a range of student services. Certain services are eligible to be funded through the levy as directed by the Ministry of Education. Each year, the levy is reviewed and allocated as required. Students form part of the decision-making process through the University's Student Services Governance Committee (SSGC) External funding in the form of Government Equity Funding supports tertiary education organisations (TEOs) to improve access, participation, and achievement of Māori and Pasifika learners at higher levels of the tertiary education system, as well as participation and achievement of students with disabilities. (Waikato)</li> </ul>
Asia Pacific International College (APIC)	Dark Green	
CQUUniversity (CQU)	Light Green	<p><i>CQU in Australia and the Universidad Veracruzana in Mexico have externally resourced funds for some of their programs.</i></p> <ul style="list-style-type: none"> <li>Indigenous Student Success Program grant funding; Higher Education Participation and Partnerships Program (HEPPP); Student Services and Amenities Fees (SSAF) (CQU);</li> </ul>
Kaplan Business School (KBS)	Dark Green	<ul style="list-style-type: none"> <li>Academics teach, research, and participate in the UV tutoring program as part of their academic load for which they were hired. The Universidad Veracruzana is an educational institution of the public sector and as such, it is sustained with external resources that come from both the federal government and the state government. In this sense, the resources for paying teachers come from public funds (Universidad Veracruzana).</li> </ul>
Melbourne Institute of Technology (MIT)	Dark Green	
University of Manchester (UoM)	Light Green	<p><i>Two universities also have mixed funding models for some of their student advising activities. For example,</i></p> <ul style="list-style-type: none"> <li>Studiosity is funded by a mixture of Commonwealth equity funding, amenities fees and University operating funds; Academic Learning Centre (ALC) funded centrally, using loading from Commonwealth funding. This funding model requires collaboration, as Schools do not contribute to funding (CQU)</li> </ul>
Universidad Técnica del Norte (UTN)	Light Green	<ul style="list-style-type: none"> <li>The University is funded through various sources including full cost paying international students, domestic student tuition fees, and government funding in the form of a student achievement component and a performance-based research fund (Waikato)</li> </ul>
Universidad del Norte	Dark Green	
Universidad Veracruzana	Dark Green	
University of Portsmouth	Light Green	
University of Waikato	Dark Green	

*Some universities and independent HE institutions internally fund student-related services and support. For example,*

- As a not for profit organisation, it is internally resourced (ACN); CoachConnect program is internally funded (AIPC) ; Student Learning Support Service is internally resourced/funded (APIC); Funding for Academic Advising Frameworks internally funded (CQU); KBS's Academic Advising framework is resourced internally with no external funding; Melbourne Institute of Technology funding is internal and by request; Academic Advising is internally resourced by each Head of School, and devolved to Heads of Department in many cases, through local Work Allocation Model/s and devolved School budgets (UoM); Internally resourced through institutional budget; All CREE services are internally financed through specific budgets and all of them are free for the whole student population(UTN).

*At the University of Portsmouth there are no specific personal tutoring budgets for Faculties or professional services departments, although at the academic level, timetabling data can be used to account for tutoring activities as a surrogate measure of endeavour from which certain costs can be derived.*

- The new tutorial framework provides minimum and maximum levels of contact expected, with the expectation of between 12 and 24 meetings per undergraduate per year and 8-10 meetings for postgraduate taught students.

**Under Development**

- At CQU, peer mentoring is voluntary; Ally Network relies largely on voluntary services; limited funds to support apprentices and trainees and VET students. Big gap in funding for Language, Literacy and Numeracy Centre and Academic Learning Centre
- The University of Manchester does not currently have data on the total number of Academic Advisors in the institution. In theory this would be possible through our student records system, Campus Solutions, but there is no mandate to record this information at present, so data would not be consistent across Schools. In terms of the role of the Senior Advisors, in our survey of Senior Advisors (August 2020) we asked them to tell us how many advisors they were responsible for. The responses indicate huge variability: 12; 48; 35; 750; 50; 24; 75; 25.
- With an increase in the requirement for training, particularly in relation to coaching, it seems appropriate that specific budget allocations for personal tutoring-related activities are introduced (Portsmouth).

**KPM: 2.1: What are the ethical, culturally responsive, and inclusive practices that underpin Academic Advising teams?**

Institution	Self-review Rating	Good Practice
Australian College of Nursing (ACN)		<p><i>HE institutions are governed by specific codes and charters of practice on ethical, cultural and inclusive practices.</i></p> <ul style="list-style-type: none"> <li>• In New Zealand, the Domestic Code of Practice specifies the expectation for students to experience an inclusive learning environment where they are accepted and valued, respected, free from racism and discrimination, and connected with social and cultural networks. Universities are required to undertake regular self-reviews to measure compliance (Waikato)</li> <li>• ACN is governed by the International Council of Nurses Code of Ethics ethical, cultural and inclusive practices. Aboriginal and Torres Strait Islander people are encouraged to apply for our courses Nursing and Midwifery Aboriginal and Torres Strait Islander Health Curriculum Framework from CATSINaM to ensure cultural safety</li> <li>• Academic Advising/Coaching programs and services are led by psychologists and it is underpinned by the law and Deontological rigor of the Colombian College of Psychologists (UniNorte)</li> <li>• Democratic participation through the election of student governments of each career of the FICA Faculty and code of ethics and inclusive policies (Universidad Técnica del Norte)</li> <li>• Code of Ethics (UV)</li> <li>• The University of Portsmouth is an Athena Swan Bronze organisation and is signed up to the Race Equality Charter. All staff are required to undertake Ethics, Diversity and Inclusion (EDI) training within their roles</li> </ul> <p><i>Australian and New Zealand HE institutions are involved in the Respect. Now. Always. Initiative which is a sector-wide program aimed to prevent sexual violence in HE educational communities and improve how institutions respond to and support those who have been affected.</i></p> <p><i>Universities have embedded equity and inclusiveness in their strategic plans and policies.</i></p> <ul style="list-style-type: none"> <li>• University value on Inclusiveness: Equity Policy; Student Participation, Retention and Success Strategy; Access and Equity Strategy and equity funding; CQU has outstanding ratings for Social Equity and Student Support in national Good Universities Guide; Mind Waves-CQU University Mental Health Strategy (CQU)</li> <li>• Academic Advising is powered by the principles of confidentiality, open mindedness, lack of prejudice and quick responses. (UoM)</li> </ul>
Australian Institute of Higher Education (AIH)		
Australian Institute of Professional Counsellors (AIPC)		
Asia Pacific International College (APIC)		
CQUUniversity (CQU)		
Kaplan Business School (KBS)		
Melbourne Institute of Technology (MIT)		
University of Manchester (UoM)		
Universidad Técnica del Norte (UTN)		
Universidad del Norte		
Universidad Veracruzana		
University of Portsmouth		
University of Waikato		

- Within the University of Portsmouth, ethical, culturally responsive and inclusive practices are critical. For personal tutoring, these values are underpinned by the outcomes of the multi-centred study: Raising Awareness, Raising Aspirations (RARA) project involving the University of Sheffield, King's College, London, and the University of Portsmouth\*. Running from March 2017 to September 2019, the project included two major outcomes that facilitate the development and delivery of personal tutoring:
  - the development of a senior tutor role for each department the development and introduction of an online personal tutoring and CPD platform. The RARA project focused primarily on identifying attainment gaps within the participating institutions and using personal tutoring as an approach to close the attainment gap for Black Minority and Ethnic (BME) students and those from lower socio-economic backgrounds. The personal tutoring platform and CPD toolkit are all accessible via the personal tutees section of the staff portal and accompanies the Personal Tutoring and Development framework (also accessible from the platform), this provides an opportunity to adopt a minimum expectation of what is required from personal tutors when supporting their tutees. (Portsmouth)
- Cultural responsiveness is embedded in the Academic Plan, Māori Advancement Plan and the Pacific Plan. Requirement for all undergraduate degrees to include a paper that meets the cultural perspective element of the curriculum degree framework. The Guidelines for the Development of Cultural Perspectives Papers set out the attributes and criteria for these papers. Another way this is achieved is through the professional development of staff as required as part of the Tertiary Teaching Development Expectations and the advancement of staff skills in inclusive, response and cultural appropriate teaching pedagogy.
- Students come from the Caribbean region and from Barranquilla and its metropolitan area. There is an Inclusion and Diversity Committee (UniNorte)

*Many HE institutions have training available for staff and students on ethical, culturally responsive and inclusive practices. For example,*

- L&T Advisor and Director of Academic Enhancement maintain ethical practices by regular debriefing consultations and student situations, equity is discussed in relation for Sydney and online students. Training on being culturally responsive is provided to staff as a majority are international students, including supporting students with learning difficulties (APIC)
- Staff training is both optional and mandatory (CQU)
- Learning Advisors provide support to students. The effectiveness of this service is evidenced by the growth of the learning advisor staff numbers from 4 in 2016 to 9 in 2020. Academic Learning Manager runs Academic PD sessions each trimester that incorporate teaching pedagogies that support linguistically diverse students (KBS)
- The Centre of Learning provides PD for staff including workshops cultivating soft skills, Intercultural Communication and Ethics in Academia and the Workplace (Melbourne Institute of Technology)
- The School of Arts, Languages and Cultures has developed some unconscious bias training for staff and students (UoM)

### **Under Development**

- Recent introduction of Coach Connect program is about strengthening inclusive practices (AIPC)
- Guidance is being produced on building in discussion around Academic Integrity and the dangers of Essay Mills into the Academic Advising relationship (UoM)
- The University is currently developing approaches to address attainment gap in relation to ethnic groups, sex and those from lower socio-economic status. The University is aware that there is increasing, yet limited, ethnic diversity within academic staff and personal tutors resulting in significant challenges in developing appropriate and ethnically and culturally appropriate role models for tutees and in a current climate of target student staff ratios of 20:1 - 22:1 and limited recruitment opportunities due to Coronavirus, this seems unlikely to change in the short-term (Portsmouth)
- Proposed introduction and broad circulation of a festivities calendar to all academic staff and students, marking key annual events for different cultural groups, sending university wide felicitations to mark key cultural and religious events, or providing online training or aid memoires to ensure pronunciation of more complex names or naming conventions are understood to show improved cultural sensitivity (Portsmouth)
- A review of our compliance with the Domestic Code of Practice commenced in June 2020 (Waikato)
- As a result of the recent Covid-19 disruption to physical learning in New Zealand, additional resources and services were made available to students online, including face-to-face consultations and sessions conducted through Zoom

**KPM: 2.2: How do Academic Advising teams collaborate with colleagues and departments/faculties across the institution to promote student learning, development and success? How is academic advising measured in terms of effectiveness?**

Institution	Self-review rating	<p><b>Good Practice</b>  <i>Differences in institutional contexts impact on different forms of collaboration to promote student learning, development, and success.</i></p>
Australian College of Nursing (ACN)		<ul style="list-style-type: none"> <li>For example, there are communities of practice; fortnightly meetings; academic advising teams work closely with teaching staff, course advice teams and student engagement team, industry; Reading and Research group; liaise with different stakeholders and committees, Senior Advisors' Network and modern accessible building for staff and students; FICA faculty has inter-institutional projects (UTN)</li> </ul>
Australian Institute of Higher Education (AIH)		<ul style="list-style-type: none"> <li>One discipline, small non-university HE institution collaboration through community of practice and academic committees (ACN)</li> </ul>
Australian Institute of Professional Counsellors (AIPC)		<ul style="list-style-type: none"> <li>Fortnightly meetings with key stakeholders to discuss CoachConnect with 7-step academic framework and reporting (AIPC)</li> </ul>
Asia Pacific International College (APIC)		<ul style="list-style-type: none"> <li>The SLS work closely with teaching staff to integrity academic skill development in the curriculum and provide tailored support, the SLS team collaborates with other departments, including the Registrar's Office on issues relating to student academic progress and intervention (APIC)</li> </ul>
CQUniversity (CQU)		<ul style="list-style-type: none"> <li>Collaboration through Course Advice Team and Student Engagement team with course coordinators, education committees and course level discussions; 16 Communities of Practice to exchange knowledge and practices; Retention Communities of Practice; OMG Week- a range of student support teams come together to host a week on information sessions for students in Week 3 of each term (CQU)</li> </ul>
Kaplan Business School (KBS)		<ul style="list-style-type: none"> <li>KBS works with industry to support student learning in each of the MBA subjects; Reading and Research Group is a collaborative forum</li> </ul>
Melbourne Institute of Technology (MIT)		<ul style="list-style-type: none"> <li>The Centre of Learning (CoL) reports to the Executive Dean and liaises with the Academic Board, the Teaching and Learning Committee, Heads of Schools, and PD committee. Referrals are received through an online system from InSPIRE, PASA, Academic Staff (Formative Assessment results, Plagiarism reports) Counselling service, Academic Services, and Librarians, sharing information re "at-risk" students. CoL also triages students, with referrals to counsellors, librarians, lecturers, academic services (Melbourne Institute of Technology)</li> </ul>
University of Manchester (UoM)		
Universidad Técnica del Norte (UTN)		<ul style="list-style-type: none"> <li>Senior Advisors' Network and research with and by students and location of the MLE in a modern and accessible building helps keep advisors and student engaged: Faculty of Biology, Medical and Human Sciences commissioned a report from the Student Engagement Team and the Student Union to understand student expectations and experiences of the University's Academic Advising system and identify what resources students would find helpful in getting the most out of their advising. One Senior Advisor uses advise-o-matic to log meetings offered by year and degree program, with results forwarded to Head of School or line managers (UoM)</li> </ul>
Universidad del Norte		
Universidad Veracruzana		<ul style="list-style-type: none"> <li>The University, specifically the FICA faculty, has inter-institutional projects, for example (Lankak Warmikunata Kamachikkuna (Protecting the Working Woman) (Cedia Project - UTN - UTA) and multidisciplinary projects such as (FICA - FICAYA - Hydroponics Research Laboratory). Projects focused on academic advising in the Mechatronics Engineering Career have been executed, whose name is "Factors that Affect the Learning of Students with Higher Intelligence Coefficients" belonging to the First Semester (Universidad Técnica del Norte)</li> </ul>
University of Portsmouth		
University of Waikato		

*There are different organisational structures in place to support communication with tutors and other key stakeholders across the institution. For example,*

- Tutoring teams have tutoring coordinators and study groups; A working group to bring together Personal Tutorial and Development Framework; Personal Tutor's Platform; Hub and spoke model for student learning; forums; committees; projects; informal working groups and networks; and Retention Committee
- The University has cross-institutional networks working collaboratively across the academic areas, the technical councils, the tutoring coordinators, and teachers to promote new learning based on innovation and the real needs of each environment. This will ensure the development of necessary student skills based on research and practice to meet the needs of a specific educational sector (Universidad Veracruzana)
- In the context of introducing the new Personal Tutorial and Development Framework, at Portsmouth the Dean of Learning and Teaching developed a working group comprising a number of senior tutors, course leader(s), students, Associate Dean (Students) to develop the framework. A draft was consulted on by the Heads and representatives of TEL, AC DEV, Wellbeing, Careers and Employability, Associate Deans (Students), senior tutors, Associate Heads
- Other mechanisms which may receive feedback on personal tutoring include an AD(S) DropBox feedback channel and an informal mechanism run by the Dean of Learning and Teaching called Haver with Harriet both described in the Student Voice Policy (Portsmouth)
- University operates a hub and spoke model of student learning support to ensure consistency and equitability across the institution and across various campuses Committees, advisory groups, forums and working groups are a useful way of sharing information across divisions and units within the University. Some of these formal committees with terms referencing student learning, development and success include: - Academic Board - Māori Academic Board of Studies - Education Committee - Academic Quality Committee - Divisional Boards - Student Discipline Committee (Waikato)

- More informal working groups, forums and networks of colleagues who meet on a regular basis for defined purposes include: - Student Advancement Network – input from Student Learning, School of Graduate Research, Academic Office (Unistart and Academic Integrity), International Student Services, Library, Accessibility Services, Student Administration and Teaching Technology Group - Māori support staff forum - Te Puna Tautoko - Pacific Advisory Group - Pacific Staff Forum - Pacific Academic Staff Forum - Project Steering and Working Group: Students are constitutional members of all the formal academic committees noted above and many of the working groups and forums (Waikato)
- Retention Committee, led by CREE has members of different academic divisions (UniNorte)

### Under Development

- The Senior Advisors' Network has recently been revived and will meet on a quarterly basis for the time being. A Yammer group established to facilitate the exchange of ideas amongst the Network has not yet taken off (UoM)
- Feedback and National Student Survey do not measure the effectiveness of personal tutoring
- There are no direct and formal measures of effective personal tutoring at the University of Portsmouth
- Last year, CREE worked closely with professors from two Engineering subjects with a high rate of withdrawals and failures, but the public health situation did not allow them to continue. They are planning a pilot that can be carried out in remote or hybrid mode (UniNorte)
- The University is working on a mechanism to measure academic effectiveness; however, this starts with students demonstrating meaningful learning and having the necessary skills that they are expected to develop in each educational program. The University is collaborating to identify and articulate measures of effectiveness, and they are looking at strategies to address attrition rates and failure rates which can act as measures of academic success for both students and academics, which will allow the University to achieve academic effectiveness to meet current educational needs (Universidad Veracruzana)

### KPM:2.3: What are the active ways of working with students to design and deliver quality enhancement activities that support academic advising?

Institution	Self-review rating	Good Practice
Australian College of Nursing (ACN)		<p><i>There are many active ways of working with students to support academic advising. For example,</i></p> <ul style="list-style-type: none"> <li>• <i>Student/alumni representatives on course advisory industry reference group; Indigenous Mentoring Experience; PASS students; Student Ambassadors/Change Champions to lead social innovation, annual Festival of Change; Feedback Week and surveys; mentor discussions with high achieving students; three tutoring sessions each term, panel members; development of the Personal Tutoring and Development Framework, regulatory bodies; focus group for testing new interface for student learning management system; e-Tuts; Student Peer Regulation and training</i></li> <li>• <i>Students and alumni attend Course Advisory Industry Reference Group every 2 years; Student on Academic Council, student surveys (ACN)</i></li> <li>• <i>Individual student needs are identified in initial stages of support process and student feedback (AIPC)</i></li> <li>• <i>Individual consultations or small group consultations, face-to-face, via phone or video conference/email, workshops and surveys (APIC)</i></li> <li>• <i>Student mentors complete an activity survey which includes a reflection element; CQUniversity participates in the Australian Indigenous Mentoring Experience (AIME) which provides students with leadership and cultural training which targets high school students from Years 7-12; PASS Students provide structured group study sessions for units identified as challenging; Student Ambassadors or Change Champions to lead social innovation opportunities, working with the Office of Social Innovation, with annual Festival of Change; Skills and Thrills program; Student Advisory Panel is part of CQURenew Initiative(CQU)</i></li> <li>• <i>Feedback Week at KBS includes: The Student Experience. Learning and Teaching Survey (SELTS), live student feedback forum sessions with the Academic Dean, and on-campus feedback such as 'feedback walls' and anonymous feedback drop-boxes.</i></li> <li>• <i>High achieving Peer Mentors invited to visit Unit classes to encourage further participation (Melbourne Institute of Technology)</i></li> <li>• <i>Student Peer Regulation and training for students: general modules for all student peers and also specific ones for 'pares padrinos' (student sponsor peer) because they monitor the fulfillment of the improvement plans for students on academic recovery status. Simultaneously, their work is monitored by psychologists (UniNorte)</i></li> <li>• <i>Three tutoring sessions held each school term, sessions are virtual or face-to-face, these are most active ways of working with students (UV)</i></li> <li>• <i>The use of student representatives as panel members during course approval procedures, the development of the Personal Tutoring and Development Framework and consultation with the University of Portsmouth Student Union (UPSU) Student feedback from existing students at</i></li> </ul>
Australian Institute of Higher Education (AIH)		
Australian Institute of Professional Counsellors (AIPC)		
Asia Pacific International College (APIC)		
CQUniversity (CQU)		
Kaplan Business School (KBS)		
Melbourne Institute of Technology (MIT)		
University of Manchester (UoM)		
Universidad Técnica del Norte (UTN)		
Universidad del Norte		
Universidad Veracruzana		



University of Portsmouth		Professional, Statutory and Regulatory Body accreditation processes. The introduction of eportfolios through a pilot study with first year undergraduates was shaped through feedback sought from student users (Portsmouth)
University of Waikato		
<ul style="list-style-type: none"> <li>Students are active members of all our formal academic Committees. Student voice is enacted in various ways, including consultation with students on relevant changes/developments, student surveys (see KPM 4.2), and student participation in forums and advisory groups. The Centre for Tertiary Teaching and Learning operates a service called e-Tuts (Enabling Teachers to Use Technology). The eTut team consists of students from a range of faculties, academic disciplines, and levels of study whose role is to assist teaching staff in their use of teaching technologies (Waikato)</li> </ul>		
<p><b>Under Development</b></p> <ul style="list-style-type: none"> <li>There could potentially be some linkages if more structure were integrated into academic advising. For example, if academic advisors were encouraged to focus on particular topics (such as wellbeing or employability support), Peer Support Leaders could pick up these themes in their conversations with students to reinforce messages (UoM)</li> <li>The tutoring system does not have quality assurance mechanisms that allow the identification of areas for improvement (UV)</li> </ul>		

KPM:3.1: What curricula and co-curricular activities are delivered by the Academic Advising system and/or teams to contribute to student learning, development, and success?		
<b>Institution</b>	<b>3.1</b>	<p><b>Good Practice</b>  <i>There is a variety of curricular and co-curricula activities included within academic advising teams. For example,</i></p> <ul style="list-style-type: none"> <li><i>Modules for academic success, academic integrity and online learning, enabling courses, Student Leadership Conference, Student Representative Council, casual work, draft job applications, Department/subject level events, tutor training; career-oriented approaches, academic orientation course and academic advising peer or sponsor peer, employability programs/volunteering, digital badging</i></li> </ul> <p><i>There are different modules and courses to support student learning, development and success:</i></p> <ul style="list-style-type: none"> <li>All subjects use the Academic Success module to frame student learning (AIPC)</li> <li>SLS has developed two co-curricular modules: The Academic Integrity Module and the Readiness for Online Student Module (APIC)</li> <li>School of Access Education runs curricula and co-curricular activities: Embedding LSES Undergraduate Academic Literacies Initiative, enabling courses, STEP and TEP (CQU)</li> <li>Kaplan Business School hosts a co-curricula workshop for students focusing on how to draft effective job applications; Academic Success Centre offers co-curricular support</li> <li>Melbourne Institute of Technology has the MIT001 and InSPIRE program which are intensive and involve students</li> <li>Some discipline areas embed Academic Advising within a core course unit, particularly in first year: thereby the Academic Advisor is also their course unit tutor. Other forms of co-curricular activity include Peer Assisted Study (PASS) groups and Departmental/subject level society event (UoM)</li> <li>Academic orientation, learning skills workshops, academic orientation course, Par Padrino program (academic advising peer or sponsor peer), CREE (UniNorte)</li> <li>Unistart program, Jump Start curricula programs that assist the transition of students from secondary to tertiary study by providing them with opportunities to gain experience and credit prior to formally commencing their university studies (Waikato)</li> <li>The Department of Academic Training (DeFA) is based on UNESCO's objectives reviews the educational experiences based on the analysis of tutor training at the university. There are four dimensions: inclusive institutional articulation, innovation, university social responsibility and social impact and participatory specialised professions (UV)</li> <li>A variety of curricular and co-curricular activities included within personal tutorial programmes to ensure students are supported throughout their studies: emphasis changes from environmental awareness (i.e. familiarity with the university and basic study skills to more careers-oriented approaches (Portsmouth)</li> </ul>
Australian College of Nursing (ACN)		
Australian Institute of Higher Education (AIH)		
Australian Institute of Professional Counsellors (AIPC)		
Asia Pacific International College (APIC)		
CQUniversity (CQU)		
Kaplan Business School (KBS)		
Melbourne Institute of Technology (MIT)		
University of Manchester (UoM)		
Universidad Técnica del Norte (UTN)		
Universidad del Norte		
Universidad Veracruzana		
University of Portsmouth		
University of Waikato		

Students are provided with opportunities to participate in conferences, student representative councils, and volunteering and are recognised for their contributions.

- Student Leadership Conference, Student Representative Council, paid casual work (CQU)
- The Employability Plus program is the second highest in comparison to all New Zealand universities. Student Governance Training is provided annually for Māori student leaders and Pacific student leaders. The Governance Training was introduced in 2019 for our Māori and Pacific Student Associations. This training is provided by the Māori and Indigenous Governance Society. Its purpose is to inform and empower student leaders in the different roles they play in serving their respective associations and externally within their communities.
- University fosters the involvement of students in a number of co-curricular activities such as committee membership, student ambassador programmes and tutoring and sessional assistant opportunities
- Since 2015, the University has been recording students' membership of committees on their academic transcripts to improve recognition of student co-curricular input. In recent years, this has been extended to include a record of student completion of the Employability Plus Programme. Most recently in 2020, the University extended its credentialing methods to include digital badging. This provides us with the opportunity to recognise more student achievement in curricular and co-curricular activities digitally. Students are now able to receive, view and share their badges from their My eQuals portal and these can sit alongside their formal academic transcript (Waikato)

### Under Development

- ACN has had academic restructure and external review of curricula which resulted in course-wide improvement plan
- APIC is working on identifying first year or problem units to embed foundational and academic skills support in the curriculum (APIC)
- As of July 2020, CQUniversity had 5 affiliated clubs, groups, and societies with a further 18 awaiting affiliation
- University piloted a case management approach to support the wellbeing of all its students as they navigated the challenges of changes in living arrangements, financial insecurity, and the transition to fully online learning. The aim was to provide a high level of personalised support during uncertain times and to identify students most at risk of not engaging with their studies. University saw an increase in paper pass rates from 87.0% in A Trimester 2019 to 88.8% in Trimester A 2020 and a lift students' Grade Point Average from B- to B over the same period which the case management approach likely contributed to (Waikato)

### KPM:3.2: How does the Academic Advising system/framework address the development of students' cognitive, interpersonal, intrapersonal, civic engagement and/or employability skills?

Institution	Self-review rating	Good Practice
Australian College of Nursing (ACN)		<p><i>There are a variety of ways students develop their cognitive, interpersonal, intrapersonal, civic engagement and employability skills. For example,</i></p> <ul style="list-style-type: none"> <li>• <i>Clinical work experience; transferable skills and life skills; STEPs and TEP curriculum have this focus, including indigenous/international perspectives, Essentials for Success, Social Innovation Studio and Big Idea Social Enterprise competition, Change Champions, Volunteer Hub, graduate attributes, Free Choice Training Area and Employability Forums, Hallmarks of a Graduate and tracking extracurricular activities</i></li> <li>• ACN students already working in nursing, there is more emphasis on clinical work experience which addresses employability skills</li> <li>• All subjects are developed with learning outcomes, that include transferable skills and general life skills (AIPC) SLC team focus on managing group work, feedback literacy, professional skills and digital skills (APIC)</li> <li>• STEPS and TEP curriculum includes content that facilitates cognitive, interpersonal, intrapersonal development with also focus on indigenous/international perspectives; Essentials for Success is a free six week program for international students; iChange® – an orientation program to activate changemaking at CQUniversity; extracurricular initiatives, including the Social Innovation Studio, The Big Idea social enterprise competition, CQUGlobal Outbound opportunities, the annual Festival of Change, and the Social Innovation Lecture Series; Change Champions led a social media campaign called #ThinkAboutIt (CQU)</li> <li>• Kaplan's Model: Graduate attributes, AQF, CLOs, SLOs, Data Collection and Evaluation of Learning, Solutions for Implementation</li> <li>• Centre of Learning Plan (Melbourne Institute of Technology)</li> <li>• CREE's services and Student Affairs address these skills (UniNorte)</li> <li>• The University's Careers Service frequently wins awards for the quality of its support, and resources are well-integrated into the Academic Advising Employability strand, which includes: 1) Promotion of Stellify: a five-point scheme that encourages students to develop the 'attributes of a University of Manchester graduate'; 2) the Volunteer Hub (some of which is linked to the University's award-winning Social Responsibility strategy) which develops</li> </ul>
Australian Institute of Higher Education (AIH)		
Australian Institute of Professional Counsellors (AIPC)		
Asia Pacific International College (APIC)		
CQUniversity (CQU)		
Kaplan Business School (KBS)		
Melbourne Institute of Technology (MIT)		
University of Manchester (UoM)		
Universidad Técnica del Norte (UTN)		
Universidad del Norte		

Universidad Veracruzana		<p>employability skills through placing students in local volunteering work; 3) Guidance on writing references(UoM)</p> <ul style="list-style-type: none"> <li>The development of these skills as well as civic participation of the students can be done through the Free Choice Training Area (AFEL) which is part of the curriculum. The AFEL EEs are offered in face-to-face and other non-face-to-face (virtual) modes and are grouped into the following academic classifications: Comprehensive health, languages, artistic manifestations, scientific training and dissemination, educational innovation, ecology and citizen culture; Development of Student Guide; Center for Human and Comprehensive Development -training healthy lifestyles; Institutional Program for the Development and Follow-up of Graduates - supports graduates with placements, academic C.Vs and training; Faculties organise employability forums (UV)</li> </ul>
University of Portsmouth		
University of Waikato		
<ul style="list-style-type: none"> <li><u>Hallmarks of a Portsmouth Graduate</u>: The Hallmarks are a series of attributes the University expects all its graduates to demonstrate at the point of graduation and were embedded in all module descriptors and courses as part of the Curriculum Framework 2019. The Hallmarks form an essential component of each module from each taught course within the Portsmouth portfolio and extend beyond personal tutoring/academic advising and well into curriculum development. Alignment between developing each student's Hallmark attributes and Personal Development Planning (PDP) is necessary. To track student extracurricular accredited achievements, the University utilises Higher Education Achievement Records (HEAR).</li> <li>University of Waikato: Graduate Attributes which sit within the University's Curriculum Design Framework: The University's Graduate Destination Survey had these attributes built in to the survey questions as a means to measure effectiveness of the changes we made through a recent whole of university curriculum review. The Work-Integrated Learning Unit, established in 2018, is a central unit that supports the provision and delivery of work- -integrated learning opportunities for all undergraduate students. The Careers Development Services team manages the MyCareer online system that allows students to manage their career development.</li> </ul>		
<p><b>Under Development</b></p> <ul style="list-style-type: none"> <li>The approach of tracking experience and ensuring personal tutors freely have access to this information is limited. A much more robust approach of recording students' extracurricular activities and tutors having access to a centralised record of this experience is important to support one-to-one personal development sessions and to encourage explorative dialogue of student careers-oriented experiences. (Portsmouth)</li> </ul>		

KPM: 3.3: How does the Academic Advising system/framework address social and emotional learning (self-awareness, self-management, social awareness, relationship skills, responsible decision-making)?		
Institution	Self-review rating	Good Practice
Australian College of Nursing (ACN)		<p><i>Social and emotional learning is addressed in the following ways across institutions:</i></p> <ul style="list-style-type: none"> <li><i>Emotional intelligence is in core professional leadership unit, Academic Coach and one-to-one consultations, workshops and topics areas, academic internship subjects, online and print resources; '6 Ways to Wellbeing, tutoring sessions from other disciplines and self-managed learning</i></li> <li>Emotional intelligence is in core professional leadership unit across all courses which are also embedded in the standards of practice for registered nurses (NMBA, 2016) (ACN)</li> <li>Students have access to material to support skill development and time management and support from lecturers and Academic Coach (AIPC)</li> <li>The Academic Learning Centre offers workshops and individual support on topics related to self-awareness and self-management; Get Optimistic About Learning (GOAL): The primary aim of this self-paced program is to help students become more resilient to stress and ultimately more effective in their study at university. There are eight topic areas in total including managing stress, setting goals, time management, assertiveness, self-esteem and wellness (CQU).</li> <li>Kaplan Business School offers academic internship subjects giving students the opportunity to develop social and emotional capabilities</li> <li>The CoL team works collaboratively with the Counselling and Advocacy staff who provide educative services to students in the form of workshops, online and print resources and one to one consultations. (Melbourne Institute of Technology)</li> <li>The Student Support and Guidance team are proactive and skilled in communication, and have developed '6 Ways to Wellbeing' that are incorporated into the Stepped Care Model, through which Academic Advisors can prevent, provide or signpost support as appropriate (UoM)</li> </ul>
Australian Institute of Higher Education (AIH)		
Australian Institute of Professional Counsellors (AIPC)		
Asia Pacific International College (APIC)		
CQUniversity (CQU)		
Kaplan Business School (KBS)		
Melbourne Institute of Technology (MIT)		
University of Manchester (UoM)		

Universidad Técnica del Norte (UTN)		<ul style="list-style-type: none"> <li>Social and emotional learning is addressed in tutoring sessions from cross-cutting areas (gender unit, sustainability, internationalization, interculturality, etc.) and the Center for Human and Comprehensive Development (UV)</li> <li>See 3.2 Portsmouth combined</li> </ul>
Universidad del Norte		
Universidad Veracruzana		
University of Portsmouth		
University of Waikato		
<ul style="list-style-type: none"> <li>The University deploys a scaffold approach to self-managed learning. This is outlined in the guidelines for student workload and 'contact hours' (teacher-directed learning). First year papers have a higher number of teacher-directed learning hours than papers in later years which are designed to reflect the students' capabilities and capacity to engage in more self-directed learning. Group work is the foundation for the teaching of social awareness, relationship skills and responsible decision making. Self-awareness, self-management, social awareness, relationship skills and responsible decision making are core skills developed through a number of our curricular and co-curricular programmes (mentioned in KPM 3.1) particularly Unistart, Jump Start, and the Employability Plus Programme (Waikato)</li> </ul>		
<p><b>Under Development</b></p> <ul style="list-style-type: none"> <li>CQU Renew process, many first year Bachelor students will complete a unit titled Introduction to Study and Professional Practice. The unit is currently being developed through collaboration between the School of Access Education, Learning Development and Innovation, and the School of Business and Law.</li> <li>The University has been asked by the Senior Advisors' Network to look at how awareness of excellent centrally produced initiatives and resources such as these "Six Ways to Wellbeing readymade resources" can be better cascaded down to Academic Advisors and advisees (UoM)</li> </ul>		

KPM: 4.1: What plans, activities and processes are in place for the Academic Advising system/framework which reflects a culture of evaluation and review? How effective are these in evaluating academic advising across your institution?		
Institution	Self-review rating	Good Practice
Australian College of Nursing (ACN)		<p><i>There are many evaluation and review activities that evaluate academic advising across the institution. For example,</i></p> <ul style="list-style-type: none"> <li><i>Oversight by Director/CEO, self-reviews, consultation, workshop data, feedback from staff and students; Continuous improvement Project team; annual unit enhancement reports, Academic Learning Manager observes classes and provides feedback, committees, Student-Staff Liaison Committee, Senior Advisors, Teaching and Tutor evaluations, Faculty Dean (Students) responsibility and periodic review process, ComplyWith Survey linked to policies/procedures, Five-year plan and annual action plan</i></li> <li>Seven-step program is overseen by the Director and CEO (AIPC)</li> <li>Self-reviews (surveys, consultation, workshop participation data, feedback from staff and buy-in) (APIC)</li> <li>Continuous Improvement Project team within its Organisational Capability Unit; To help facilitate feedback, CQUniversity has a Student Feedback – Compliments and Complaints Policy and Procedure. The courses are evaluated each term of the academic year through Annual Unit Enhancement Reports (AUERs); the key role within STEPS is also evaluated at least once a year</li> <li>KBS Classroom Observation program: The Academic Learning Manager observes classes and provides feedback on pedagogy</li> <li>Strategic Plan governs 3 years of operation for the Centre of Learning (Academic Advising staff) are reporting members on the Teaching and Learning Committee which receives reports and evaluation which is reported to Academic Board (Melbourne Institute of Technology)</li> <li>Guidance on Advising says (p2) that, "Each School is expected to... Evaluate annually the operation of the Advising system within the School (collating student feedback through Student-Staff Liaison Committee and Boards of Studies where general feedback on the operation of the Advising system should be reviewed annually, and through questionnaires where these are used), indicating the ways in which University expectations are met, and to</li> </ul>
Australian Institute of Higher Education (AIH)		
Australian Institute of Professional Counsellors (AIPC)		
Asia Pacific International College (APIC)		
CQUniversity (CQU)		
Kaplan Business School (KBS)		
Melbourne Institute of Technology (MIT)		
University of Manchester (UoM)		
Universidad Técnica del Norte (UTN)		

Universidad del Norte		report on this, via the Senior Advisor, to Faculty Teaching and Learning Committee” (UoM)
Universidad Veracruzana		
University of Portsmouth		
University of Waikato		
<ul style="list-style-type: none"> <li>• Evaluation of tutorial activities is carried out at the end of school term. Students evaluate the tutor’s performance, level of attention and willingness to solve problems. The Technical Council of each faculty carries out evaluation of academic and teaching performance. Both teaching and tutor evaluations (UV)</li> <li>• Personal Tutoring and Development framework. Evaluation of the implementation and impact of the framework is the responsibility of the Faculty Associate Dean (Students) and will be considered as a component of the Periodic Review Process (Portsmouth)</li> <li>• The University also monitors compliance with its policies through its annual ComplyWith survey. Staff who are responsible for the policies (as set out in each policy) are required to confirm that monitoring systems are in place and to judge the effectiveness of those systems (Waikato)</li> <li>• CREE annual plan aligned with the Institutional five-year plan and institutional annual action plan that includes actions (UniNorte)</li> </ul>		
<p><b>Under Development</b></p> <ul style="list-style-type: none"> <li>• ACN Academic Council and its committees have annual plans. Academic Council is in its first year, the effectiveness is yet to be evaluated</li> <li>• In addition to promoting a culture of continuous improvement, student services will be reviewed and enhanced as part of the Student eCQUIp project within CQURenew</li> <li>• Formal evaluation of personal tutoring is limited and requires improvement to ensure high standards of tutoring are provided across the university (Portsmouth)</li> <li>• One aspect that is underway to assist with this is the development within our student management system to capture information regarding complaints (Waikato)</li> </ul>		

KPM:4.2: What methods of data collection and evaluation are used? How are results reported and improvements implemented?		
Institution	Self-review rating	Good Practice
Australian College of Nursing (ACN)		<p><i>Student and staff data is reported to various academic committees. For example,</i></p> <ul style="list-style-type: none"> <li>• ACN has course and subject reports present to the Higher Education Curriculum Committee (HECC), grade distribution and attrition data reported to Grades Committee, Academic Council national SES data and internal report</li> <li>• Student data is collected, reviewed and acted upon and reported to the Managing Director and CEO, HE Board and Board of Directors (AIPC)</li> <li>• Semester reports to AIPC Learning and Teaching Committee, Academic Board on Academic Integrity Module and Academic Enhancement Activity, seen increase in completion rates to 90%; collect data from LMS looking at significant ‘spikes’ and surveys (AIPC)</li> <li>• Trimester Student feedback includes activity specific and general surveys, Survey results tabulated. QILT SES results are presented and analysed with areas of deficiency reported through the Teaching and Learning Committee and Student Experience Committee to the Board. These reports include the actions taken to address areas of concern (Melbourne Institute of Technology)</li> </ul> <p><i>Evaluation and feedback is discussed and communicated with students and staff. For example,</i></p> <ul style="list-style-type: none"> <li>• School of Access Education: The Academic Learning Centre team use feedback from staff and students; PMI and SWOT from staff prior to retreats (both face to face and virtual retreats) and Survey Monkey from students. (CQU)</li> <li>• Academic Dean/ Student Services: Feedback Week at KBS, comprises a number of opportunities for students to collaborate with KBS to improve our holistic teaching and learning service. Feedback week activities include: The Student Experience. Learning and Teaching Survey (SELTS), live student feedback forum sessions with the Academic Dean, and on-campus feedback such as ‘feedback walls’ and anonymous feedback drop-boxes.</li> </ul>
Australian Institute of Higher Education (AIH)		
Australian Institute of Professional Counsellors (AIPC)		
Asia Pacific International College (AIPC)		
CQUniversity (CQU)		
Kaplan Business School (KBS)		
Melbourne Institute of Technology (MIT)		
University of Manchester (UoM)		

Universidad Técnica del Norte (UTN)		<ul style="list-style-type: none"> <li>Students are advised of changes made based on their feedback in the Student Newsletters (Melbourne Institute of Technology)</li> </ul>
Universidad del Norte		
Universidad Veracruzana		
University of Portsmouth		
University of Waikato		
<p><i>Organisational units are responsible for the collection and analysis of data, including the benchmarking of data. For example,</i></p> <ul style="list-style-type: none"> <li>Retention and Academic Success Unit collect data in our Support System for Academic Retention Support System (SARA) (UniNorte)</li> <li>The compulsory National Student Survey (NSS) includes questions on 'Academic Support'. Data allows UoM to benchmark against other UK HEIs. Data is also collected through continuous monitoring, periodic review, student surveys and logs of meetings (UoM)</li> <li>Coordinator of the Tutorial System is responsible for evaluating tutorial activity. It is applied through the Teacher Performance Evaluation System. Evaluations are reported individually and by education program (UoV)</li> <li>The Evaluation of Teaching and Paper Policy specifies the need for papers to be reviewed at the end of at least every second occurrence. This provides students an opportunity to provide feedback on the learning experience. The University also has a number of recurring student surveys which assist with the reviewing motivations, satisfactions and experiences.</li> <li>These include: - Student Barometer Survey (International and Domestic) – this survey is run biennially by iGraduate who prepare a series of pdf reports and presentations as well as providing us with all the raw data. This information is presented to staff and shared with various committees. The data highlight areas where student satisfaction is higher/lower than the international and/or national benchmark. This allows us to identify and focus our enhancement efforts as required. There is a New Student Survey and a Decliners Survey (Waikato)</li> </ul>		
<p><b>Under Development</b></p> <ul style="list-style-type: none"> <li>CQUniversity is also in the process of implementing a continuous feedback survey to gauge student satisfaction. Details are currently being finalised and the survey is scheduled to be piloted to Higher Education students from Week 6 of Term 2, 2020</li> <li>There are no specific questions related to personal tutoring in the end of module feedback questionnaires, with personal tutoring only being considered for evaluation in the following circumstances: <ul style="list-style-type: none"> <li>When personal tutoring forms part of a credit rated module and data is collected as part of the end of module questionnaire. During periodic review (every six years). During reaccreditation by a Professional, Statutory and Regulatory Body if they have a particular interest in personal tutoring. If issues are raised through the student voice committee or Faculty Forum meetings with student representatives and Associate Deans (Students).</li> <li>Informal feedback is received by individual personal tutors either on an ad hoc basis, or occasionally through end of year feedback or via National Student Survey, although this is often not of the quality or generality required to evaluate a non-credit rated tutorial programme (Portsmouth)</li> </ul> </li> </ul>		

## Benchmarking Theme 2: First Year Transition and Retention

Self-Review Rating Key	Yes	Yes, but	No, but	No	Did not complete
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KPM:1.1: What organisational structure and strategies are in place across the institution to ensure institutional coordination of first year transition support and retention?

Institution	Self-review rating	Good Practice
Australian Institute of Higher Education (AIH)		<p><b>Good Practice</b>  <i>These universities have organisational structures in place to support the institutional coordination of first year transition support and retention</i></p> <ul style="list-style-type: none"> <li>Office of the Deputy Vice-Chancellor Academic (Swinburne)</li> <li>Academic Divisions, Centre for Tertiary Teaching and Learning and Student Services (Waikato)</li> <li>Student and Corporate Services Division (CQUniversity)</li> <li>Academic Secretariat (Universidad Veracruzana)</li> </ul> <p><i>The institutional strategic plans are linked to national education and regulatory policies, such as the Tertiary Education Commission in New Zealand, the Tertiary Education Quality and Standards Agency in Australia and the National Study Survey in the UK.</i></p> <ul style="list-style-type: none"> <li>Higher Education Student Retention Plan (AIPC)</li> <li>KBS Strategic Plan and key targets</li> <li>Retention Strategy &amp; Action Plan (Swinburne)</li> <li>University Strategy, Investment Plan, Academic Plan, Māori Advancement Plan and Pacific Plan (Waikato)</li> <li>Student Engagement Plan (Melbourne Institute of Technology)</li> </ul> <p><i>Some universities have targeted cohorts for student retention.</i></p> <ul style="list-style-type: none"> <li>FY students, struggling students, leave of absence students and dissatisfied students (Swinburne)</li> <li>Priority groups Māori and Pacific students (Waikato)</li> </ul>
Australian Institute of Professional Counsellors (AIPC)		
CQUniversity (CQU)		
Kaplan Business School (KBS)		
Melbourne Institute of Technology (MIT)		
Swinburne University of Technology		
Universidad Veracruzana		
University of Portsmouth		
University of Waikato		

*There are various Committees and Communities of Practice which support first year transition support and retention.*

- Student Participation and Retention Committee (CQUniversity)
- Student Experience Committee (SEC) (Melbourne Institute of Technology)
- Standing Committees of Academic Council (MIT)
- Student Retention Community of Practice (CoP) (CQU)
- Orientation & Transition Committee
- University Education and Student Experience Committee, Student Experience Committee, Faculty Education and Student Experience Committees (Portsmouth)

*There are transition programs and projects in place to support first year transition.*

- School of Access Education (CQU) and Pathways team
- InSPIRE program for first year transition (MIT)
- Enrolment Nurture Campaign (Swinburne)
- Induction Program (UV)
- Unistart Program (Waikato)

### Under Development

- MIT's Student Engagement Plan is currently being updated to deliver significant enhancements and improvements in student retention, progression etc.
- Orientation Working Group replaced committee to coordinate COVID-19 response
- Ōritanga Learner Success: co-funded initiative between the University of Waikato and the Tertiary Education Commission: Ōritanga Learner Success Prototype
- Data-informed initiatives to enhance Māori and Pacific student achievement is a jointly funded project between Ako Aotearoa and the University of Waikato. Running from 1 January 2019 to 30 April 2021, it aims to develop new teaching and learning initiatives for Māori and Pacific students that are informed by learner analytics, combined with student voice data and case studies of success

KPM:1.2: What institutional policies and processes are in place to support first year transition? How do you know these have been effectively implemented?

Institution	Self-review rating	Good Practice
Australian Institute of Higher Education (AIH)		<p><b>Good Practice</b> <i>Institutional plans and policies to support first year transition.</i></p> <ul style="list-style-type: none"> <li>• Policy 2.6 Student Assistance and Support for Students (AIPC)</li> <li>• First Year Orientation Policy and Procedure; English Language Proficiency Requirements Policy and Procedure (CQU)</li> <li>• Academic Success Policy, Intervention Policy, Assessment Policy, Reasonable Adjustment Policy (KBS)</li> <li>• Student Engagement Plan provides focus and drive for first year transition support strategies based on OLT project (Nelson et al, 2014) (MIT)</li> <li>• Student Charter (Swinburne)</li> <li>• Personal Tutoring and Development Framework 2020 (Portsmouth)</li> <li>• Scholarship Policy, School Leavers Scholarships, Hillary Scholarships, Halls of Residence Scholarships, Māori &amp; Pacific Scholarships, Tauranga Scholarships, International Office Scholarships (Waikato)</li> </ul> <p><i>Institutional processes in place to support first year transition.</i></p> <ul style="list-style-type: none"> <li>• Swinburne focuses on processes and limits policies. Program processes: Each transition and retention-focused programs have processes attached to them, including levels of details, ranging from process maps to timelines, to roles/responsibilities</li> <li>• Higher Education Learning Portal (HELP) upon enrolment, Personal Development Journal, Tollfree Study Assistance Line with subject/unit lecturer, AIPC Higher Education Group or Facebook, Residentials, Academic Coach (AIPC)</li> <li>• Guaranteed direct entry for enabling course students; Academic Pathways team works across University to deliver optimal pathways and outcomes in credit transfer, RPL and articulation; Maintain a Credit Calculator who enables students to estimate credit they may be eligible to receive; StudyUni Now (SuN) is an initiative with Year 10, 11 and 12 student to experience university; student mentoring, orientation (online and campus-based) OMG Week; Student Engagement team (CQU)</li> </ul>
Australian Institute of Professional Counsellors (AIPC)		
CQUniversity (CQU)		
Kaplan Business School (KBS)		
Melbourne Institute of Technology (MIT)		
Swinburne University of Technology		
Universidad Veracruzana		
University of Portsmouth		
University of Waikato		

*Institutional programs in place to support first year transition.*

- MIT's Buddy Program is fundamental to commencing students transition to study and MIT001: Learning Foundations (Learning to Learn) is provided to all commencing students free of charge
- Know Your University Program: Induction and integration into university environment, the Department of Support for Comprehensive Student Training has designed a 'I choose to be UV' Campaign (Universidad Veracruzana)
- Unistart, Jump Start, Orientation, Residential Halls Academic Support programme, Waikato Pathways College, Te Kāhui Pirere programme, Māori Mentoring Programme (Waikato)
- MIT's program was recognised as good practice by the Australian Council for Private Education and Training (ACPET) as part of their 2017 National Benchmarking project

*Institutional projects in place to support first year transition.*

- HEPPP funded Smoothing Assessment Transitions for Vocational Education and Training (SATVS) project: improving the transition of VET students into Higher Education (CQU)
- HEPP funded Embedding LSES Undergraduate Literacy Initiative; Personalising the Student Experience Program (CQU)

*Tracking first year student readiness and satisfaction*

- Student Readiness Questionnaire (SRQ); Nous Review findings (2019): Personalising the Student Experience Program increased the number of students returning from a year of study leave (77% increase in re-enrolment of low SES students from 1 year of study leave compared to 2016); International Student Barometer (93.4 % of students in first year were satisfied or very satisfied with Student Support Services (CQU)

**Under Development**

- Changes to undergraduate courses with more practice at assessment before grades count, in first year there is a yearlong module student designed to aid transition and for more assessments to be evenly spread (Portsmouth)
- CQU are responding to SATVS project with recommendations: 1) foundational first term unit 'Introduction to Study and Professional Practice' in Term 1, 2021
- Due to COVID-19, MIT introduced a fully online orientation program
- Due to COVID-19, Transition/Induction Week 2020 delivered face-to-face in small groups and online with synchronous and asynchronous events (Portsmouth)
- Institutional surveys about induction need to be undertaken (Portsmouth)



KPM:1.3: What services and information are disseminated to students about key milestones before and during their first year of study?

Institution	Self-review rating	<p><b>Good Practice</b>  <i>There are key services and information which is disseminated to students about key milestones in their first year of study. For example,</i></p> <ul style="list-style-type: none"> <li>• CORE101 Academic writing and Study Skills, Student Portal, CoachConnect (AIPC)</li> <li>• CQUniversity has a dedicated Student Communications team responsible for broadcast and targeted communications regarding key milestones, dates, calls-to-action and other key messages for first year students. Student Comms is also responsible for student-facing content on the corporate website, MyCQU Student Portal, the Orientation Online Moodle unit, CQU Handbook and the CQUniLife blog</li> <li>• Smartphone application for students to pre-plan and navigate their on-campus orientation (CQU)</li> <li>• Student orientation, Academic Success Centre and Library teams. A focus on first level students (KBS)</li> <li>• Prior to orientation information: Pre-Departure Guide, Letter of Offer, Orientation program, MIT Student Handbook (MIT)</li> <li>• Central Student Communications has structured onboarding campaign for all students; orientation and post-orientation, international student support (Swinburne)</li> <li>• Induction Week 'Know your university' for new students, comprehensive health exam, Computer Centre, General Basic Training, Library and Information Services, Intercultural Academic Mainstreaming unit, Gender Coordination, Language Center, Self-Access Center, Sports Coordination, Institutional Tutoring System; Student Guide and UV 'MIUV System to familiarise them on the online system (Universidad Veracruzana)</li> <li>• School of Access Education: The Academic Learning Centre (ALC) provides all students with an assignment planner (CQU)</li> <li>• Future Student Advisors (Waikato) Information includes websites, undergraduate prospectus, a Welcome to Waikato-International New Student Guide, Uni101, Library services, student learning support information, a powhiri [traditional Māori welcome] is a highly attended event for first year students and their families and a way to mark the beginning of the academic year and offer students an insight into life on campus, MyWaikato (SMS), Access MyWaikato</li> </ul>
Australian Institute of Higher Education (AIH)		
Australian Institute of Professional Counsellors (AIPC)		
CQUniversity (CQU)		
Kaplan Business School (KBS)		
Melbourne Institute of Technology (MIT)		
Swinburne University of Technology		
Universidad Veracruzana		
University of Portsmouth		
University of Waikato		
<p><i>Academic Integrity is introduced to first year students</i></p> <ul style="list-style-type: none"> <li>• MIT's Academic Integrity Module which all commencing students are required to complete within first four weeks of their trimester</li> <li>• Academic Integrity Module (Swinburne)</li> </ul>		
<p><b>Under Development</b>  <i>COVID-19 moved orientation and transition online (facilitated by learning management systems)</i></p> <ul style="list-style-type: none"> <li>• Swinburne had an orientation and transition program online and there was a parallel site run by Student Life which included information on programs, Swinburne Student Union and online social events. They will maintain a hybrid approach to orientation and transition programs</li> <li>• Portsmouth have moved Induction/Transition more online and hosted online, as the face-to-face system has potential for student fatigue. Students were given additional guidance about how to behave and interact online</li> </ul>		

KPM: 1.4: How is the effectiveness and impact of these support services monitored and evaluated? What services provide the most impact?

Institution	Self-review rating	Good Practice
Australian Institute of Higher Education (AIH)		<p><b>Good Practice</b>  <i>Policies in place to evaluate the effectiveness of these support services.</i></p> <ul style="list-style-type: none"> <li>• Student Feedback – Compliments and Complaints Policy and Procedure (CQU)</li> </ul> <p><i>There are different national surveys in Australia, New Zealand and the UK which evaluate the effectiveness of these support services.</i></p> <ul style="list-style-type: none"> <li>• <i>Quality Indicators for Learning and Teaching (QILT), Australia, Student Unit and Teaching Evaluations (SUTE), and International Student Barometer (ISB)</i></li> <li>• <i>International Student Barometer, Quality Indicators for Learning and Teaching (QILT), Student Experience Satisfaction (SES), Orientation and Enrolment Survey, Student Online Transition Survey and Digital Delivery Survey (Melbourne Institute of Technology)</i></li> <li>• <i>Student Barometer Survey (Waikato)</i></li> <li>• <i>National Student Survey (NSS), UK</i></li> </ul> <p><i>Monitoring, evaluation and feedback</i></p> <ul style="list-style-type: none"> <li>• Surveys and feedback is actioned (AIPC)</li> <li>• Ongoing data collection based on student attrition and completion every semester, involvement in benchmarking activities, review of data and programs through corporate governance and academic committees</li> <li>• Weekly email circulated to STEPS students studying online; communications are evaluated through email open rates and click rates, social media analytics, google analytics and stakeholder feedback, number of event registrations or scholarship applications, student feedback (CQUniversity)</li> <li>• Intervention officer for each discipline monitors students based on certain risk metrics, Net Promotor Score (NPS) collected each trimester through SELTS feedback (KBS)</li> </ul>
Australian Institute of Professional Counsellors (AIPC)		
CQUniversity (CQU)		
Kaplan Business School (KBS)		
Melbourne Institute of Technology (MIT)		
Swinburne University of Technology		
Universidad Veracruzana		
University of Portsmouth		
University of Waikato		
		<p><b>Under Development</b></p> <ul style="list-style-type: none"> <li>• Implementing a continuous feedback survey to gauge student satisfaction (CQU)</li> <li>• Delivering an online orientation experience in S2-2020 has provided us the ability to observe students' digital footprint and collect data on student participation in all orientation events, data analysis is underway to track student touchpoints to find what events and services were the most value (Swinburne)</li> <li>• Ōritetanga Learner Success project, student demographic data and near time usage data from the A trimester 2020 cohort was analysed to see if there were any patterns that could be determined as predictors of success. The data showed there was a correlation between the date and first time a student logged into Moodle (LMS) and successful pass rates in papers. Students who logged in during Orientation week had a higher probability to pass their papers (Waikato)</li> </ul> <p><i>Challenges in monitoring the effectiveness and impact of these services.</i></p> <ul style="list-style-type: none"> <li>• Extremely difficult to determine which programs are directly impacting retention, given students often access multiple programs/services (Swinburne)</li> <li>• Whilst the individual effectiveness and impact of support services is monitored and evaluated, there is not a way to discern which services provide the most impact (Portsmouth)</li> </ul>

KPM: 2.1: What programs are in place to support students' academic and technical skills before and during their first year of study?

Institution	Self-review rating	<b>Good Practice</b> <i>There are academic and technical skills in programs to support students, including coaches and buddies.</i>
Australian Institute of Higher Education (AIH)		<ul style="list-style-type: none"> <li>• Academic Success on HELP, additional support with Academic Coach and CoachConnect (AIH)</li> <li>• School of Access Education (SAE) - Prior to commencing at university, SAE offers two programs: Skills for Tertiary Education Preparatory Program (STEPS) and Tertiary Entry Program (TEP) (CQU).</li> <li>• MIT001 Unit, Buddy and InSPIRE programs (Melbourne Institute of Technology)</li> <li>• Information literacies, technical skills, such as Maths and Statistics Help (MASH) Centre, ProtoLAB (hands on support and advice on 3D printing, laser cutting, machining (now drop-in sessions online via Zoom (Swinburne)</li> <li>• General Basic Training Area (AFBG) has 5 key areas: reading and writing of academic texts, critical thinking for problem solving, digital literacy, Language I and II (Universidad Veracruzana)</li> <li>• Maths Cafe (Portsmouth)</li> <li>• Jump Start programme (He Hinatore ki te Ao Māori: Introducing the Māori World o Pre-Law, General Physics and Mathematics for Engineers, Introduction to Management) Waikato</li> <li>• Skills for Success workshop; Embedding LSES Undergraduate Literacy Initiative; Academic Learning Centre resources; ALC generic skills workshop sessions available via the ALC Moodle site; Orientation activities; CQUniversity provides English language units for international and local students; Essentials for Success is a free six-week course for international students. (CQU)</li> <li>• All first-year students who fail their first assessment have the opportunity to engage in learning support from their teacher or Academic Success Centre, followed by resubmission with no penalty, additional software workshops (KBS)</li> <li>• Each Faculty has its own Learning Support Tutors/or Learning Development Tutors (Portsmouth)</li> <li>• Unistart programme (Waikato)</li> </ul>
Australian Institute of Professional Counsellors (AIPC)		
CQUniversity (CQU)		
Kaplan Business School (KBS)		
Melbourne Institute of Technology (MIT)		
Swinburne University of Technology		
Universidad Veracruzana		
University of Portsmouth		
University of Waikato		
<i>Digital Literacies Hub, Digital Coaches and Online Learning Services</i>		
<b>Under Development</b>		<ul style="list-style-type: none"> <li>• Foundational first term unit 'Introduction to Study and Professional Practice' in undergraduate course structures from Term 1, 2021. As a response to COVID-19, Swinburne also have an online Hub delivered through Canvas and Collaborate Ultra</li> </ul>

**KPM: 2.2: What programs are in place to support students engaging with the professions and industry in their first year of study?**

Institution	Self-review rating	<p><b>Good Practice</b>  <i>Programs that support engagement with the professions and industry.</i></p> <ul style="list-style-type: none"> <li>• Residential Schools provide workshops or networking functions; Placements occur in 2nd and 3rd year (AIPC)</li> <li>• CQUniversity Career Connection Mentoring program; Career Panels - Facilitated by the Careers Team, students can attend online Q&amp;A panels with alumni in various industries (CQU)</li> <li>• KBS offer academic internships in their first year of study, students participate in industry events</li> <li>• Professional Purpose program (self-paced) co-curricular program to help students align their study and career choices and prepare them for a world of work; WIL experiences, including placement, internships, study tours, industry-linked projects; Student Volunteering Program, Emerging leaders' program, faculty-based programs (Swinburne)</li> <li>• Each Academic Entity has a Liaison Coordinator to support students entering the labor market; familiarisation visits to companies, business professionals are invited to give conferences, Graduates are invited to present on their professional experiences (Universidad Veracruzana)</li> <li>• Employability Plus Programme (EPP) offers students volunteering opportunities and workshops; Student Ambassadors (Waikato)</li> <li>• The University and the Great Potentials Association launched the MATES programme, matching Pacific students up with local high school students in a mentoring scheme; Work- integrated learning is part of all undergraduate degrees (Waikato)</li> </ul> <p><i>Frameworks</i></p> <ul style="list-style-type: none"> <li>• Student Career Framework (Melbourne Institute of Technology) which has a focus on career education and international graduate expectations</li> <li>• New Curriculum Framework 2019-2020 introduces a double credit bearing module at Level 4 (Year 1) aimed at embedding employability in the curriculum (Portsmouth)</li> </ul>
Australian Institute of Higher Education (AIH)		
Australian Institute of Professional Counsellors (AIPC)		
CQUniversity (CQU)		
Kaplan Business School (KBS)		
Melbourne Institute of Technology (MIT)		
Swinburne University of Technology		
Universidad Veracruzana		
University of Portsmouth		
University of Waikato		
<p><i>Services and Events which support engaging with professions and industry</i></p> <ul style="list-style-type: none"> <li>• Career Advisory Service (CQU)</li> <li>• Career Advisors (MIT)</li> <li>• MIT run Professional Association Seminar Series, Professional Networking events, Professional events, and Adjunct lectures for first year students</li> <li>• Career Services and Careers and Employability team; SwinEmploy database lists casual and part-time employment opportunities; Ask an Employer and Employability Expert Series program, Career Chat and career conversation, AccessAbility Career Hug (Swinburne)</li> <li>• Each Faculty has a Placements Centre which works with the central Careers and Employability service/ Service-level agreements in place (Portsmouth)</li> <li>• Student clubs and groups organise networking events and expos (Waikato)</li> </ul>		
<p><b>Under Development</b></p> <ul style="list-style-type: none"> <li>• Introduction to Study and Professional Practice unit currently under development (collaborative effort between the School of Access Education, Learning Development and Innovation, and the School of Business) will include modules relating to “my discipline” and “my career” which will begin to address student engagement with the professions and industry. Once introduced, this unit will be studied in the first term of the Bachelor degrees. The unit also serves as a prelude to the Introduction to Professional Practice/Experience which will be offered in the second year. This unit will enable students to engage in real-world experience that contextualises their learning, through an internship, study tour or social innovation project (CQU)</li> </ul>		

KPM: 2.3: What peer support programs are in place to support students in their first year of study? How are these peer support programmes effectively measured?

Institution	Self-review rating	<p><b>Good Practice</b>  <i>Peer Support Programs</i></p> <ul style="list-style-type: none"> <li>Students can contact other students on the HELP site; Each subject has a peer lead connect session run fortnightly for student to discuss concerns, AIPC Higher Education group on Facebook (AIPC)</li> <li>Peer Assisted Study Sessions (PASS) facilitates structured group study sessions aimed at units which have been identified as historically challenging for students. Sessions are facilitated by PASS Leaders, students who have recently received excellent grades in the unit and have undergone nationally accredited training. These informal, weekly sessions are held either on-campus or online (CQU)</li> <li>Student Mentoring Program to first year undergraduate students and First Year Hangout &amp; Mentor Support Moodle page (CQU)</li> <li>In 2019, KBS experimented with a novel peer support program whereby a new subject was developed – HRM304 Coaching and Mentoring – available only to third-year students whose assessments required them to coach and mentor students in their first year of study (on hold because of COVID-19).</li> <li>Buddy Program (Melbourne Institute of Technology)</li> <li>Peer Mentoring Program was scaled to all commencing students when they begin their studies (Swinburne); Study Groups; Migrant2Migrant program is a week-long campaign that connects commencing migrant students with current migrant students (Swinburne)</li> <li>The University of Portsmouth operates a Welcome Ambassadors scheme that launched in 2018-19 for the first time and has been recommended by the Universities Minister as an example of good practice supporting student transitions.</li> <li>Māori Mentoring Programme, Pacific student mentors; International Buddy Programme; Te Kāhui Pirere programme – designed to improve retention rates among first year Māori students and ensure they are engaging with the University’s support services. The programme supports Māori students’ transition from home under the care of their whanau (family), into their new life and whānau at the University.</li> </ul>
Australian Institute of Higher Education (AIH)		
Australian Institute of Professional Counsellors (AIPC)		
CQUniversity (CQU)		
Kaplan Business School (KBS)		
Melbourne Institute of Technology (MIT)		
Swinburne University of Technology		
Universidad Veracruzana		
University of Portsmouth		
University of Waikato		
<ul style="list-style-type: none"> <li>Panel of past STEPS students talk to commencing students about their experiences (CQU)</li> <li>Student Mentor and Leadership Program – students who engage in mentoring and leadership programs are surveyed to ensure continuous improvement. The Student Mentor Program has been running continuously at CQUniversity for 24 years, supporting hundreds of Student Mentors and Student Mentees. The Student Leadership Conference has averaged attendance of 60 to 100 students each year since its inception in 2015. The Certificates in Leadership and Engaged Leadership are extracurricular and have been completed by 16 students during initial rollout with phase 2 implementation scheduled for 2021 (CQU).</li> <li>In 2020 alone, the Student Mentor program has 50 volunteer student mentors who have engaged and provided peer-to-peer support to over 1200 students within the Mentoring platform; recruited, trained and employed a total of 36 PASS Student Leaders since the commencement of the program in Term 2 2018 (CQU)</li> <li>Peer Mentoring Program is measured through participation and completion rates as well as user surveys (Swinburne)</li> </ul>		
<p><b>Under Development</b></p> <ul style="list-style-type: none"> <li>Adobe Digital Coaches program will be tracked through participation in, and feedback on workshops and drops and engagement with broader digital literacy program and measures of student confidence in new technologies (Swinburne)</li> <li>Tutorial teaching at the Universidad Veracruzana is led by academic tutors named Tutor Professor which supports students, there is no peer support programs</li> <li>2020/21 academic year will see the introduction of a network of BAME Ambassadors (Portsmouth)</li> </ul>		

**KPM:3.1: What strategies are in place to address student retention? How effective are these strategies in addressing attrition and improving retention?**

Institution	Self-review rating	<p><b>Good Practice</b></p> <p><i>Plans and frameworks to address participation and retention</i></p> <ul style="list-style-type: none"> <li>• CQUniversity has an institutional retention plan, the Student Participation, Retention and Success Guiding Principles and Strategic Directions 2019-2023</li> <li>• Retention Strategy &amp; Action Plan (Swinburne)</li> <li>• Personal Tutoring and Development Framework and Student Engagement and Attendance Monitoring Policy. Since 2019 attendance at events is by students swiping designated card readers, overseen by Personal Tutors and Senior Tutors in each School/Department (Portsmouth)</li> </ul> <p><i>Strategies to address attrition, including monitoring results</i></p> <ul style="list-style-type: none"> <li>• <i>Indicators for students at risk:</i> Failure to submit an assessment, failing an assessment, not logging into HELP in the first two weeks of the semester, extended periods of non-participation on HELP (AIPC); Individual learning plan developed by Academic Coach (AIPC)</li> <li>• Student mentors, academic learning services, a 24/7 academic literacy feedback service (Studiosity), interactive web-based study guides, and no-cost resources and services available to students. (CQU)</li> <li>• Student performance data based on a wide range of subgroups submitted to every Academic Board meeting (KBS)</li> <li>• Student Participation and Retention Committee (CQU)</li> <li>• Academic Board establishes targets on attrition, retention, progression and completion rates and has regular reports (MIT)</li> </ul>
Australian Institute of Higher Education (AIH)		
Australian Institute of Professional Counsellors (AIPC)		
CQUniversity (CQU)		
Kaplan Business School (KBS)		
Melbourne Institute of Technology (MIT)		
Swinburne University of Technology		
Universidad Veracruzana		
University of Portsmouth		
University of Waikato		
<p><b>Communities of Practice</b></p> <ul style="list-style-type: none"> <li>• Student Retention Community of Practice (CoP) facilitates an environment that aims to increase staff knowledge, communication and collaboration on retention-based issues and projects (CQU); Network of Campus Life Committees (CQU)</li> <li>• UV holds a series of meetings with academic staff and managers from various university regions to implement strategies to promote school retention and avoid school dropouts and educational lag (Universidad Veracruzana)</li> </ul> <p><b>Grants and scholarships</b></p> <ul style="list-style-type: none"> <li>• Number of Commonwealth Equity funded programs (e.g. HEPPP) to improve the access, participation, retention and success of undergraduate students from LSES backgrounds (CQU)</li> <li>• School Scholarships, incentives for academic, artistic and sports recognition (UV)</li> <li>• CQUniCares - scholarship program, with specific targeting of groups typically at risk of attrition; Online tutorial support - Studiosity; Indigenous Advancement Strategy - provides free tutorial support to any Aboriginal or Torres Strait Islander students; Yarning Circles and Cultural Safe Spaces, student mentoring (CQU)</li> <li>• CQUniversity offers a program of targeted scholarships to financially support low socioeconomic status and Indigenous students</li> </ul>		
<p><b>Under Development</b></p> <ul style="list-style-type: none"> <li>• Areas for improvement around the relationship between our support strategies and assessing their real impact on attrition (CQU)</li> <li>• Retention is measured at the institutional level, the impact of any one program on an individual student's retention is very difficult to determine. Swinburne has developed an Attrition Propensity Model</li> <li>• In 2020, Swinburne commenced a project into the effectiveness of HEPP-funded programs on improving academic progress and attrition rates of students from low SES backgrounds</li> <li>• Ōritanga Learner Success Project, the University is developing a robust new learner analytics framework (Waikato)</li> </ul>		

## KPM:3.2: How integrated are academic, social, and professional services to address retention?

Institution	Self-review rating	<p><b>Good Practice</b></p> <p><i>Organisational structures and plans to support integration</i></p> <ul style="list-style-type: none"> <li>Organisational structure with clear division of responsibilities (AIPC)</li> <li>MIT Accountability Framework includes MIT Strategic Plan, Student Experience Plan, Teaching and Learning Plan, Scholarship and Research plan and operational plans (MIT)</li> <li>Swinburne's retention strategy includes academic, professional (student support) and social aspects. The areas where these are most integrated are in our Orientation &amp; Transition programs</li> <li>Organisational structure of the Universidad Veracruzana has integrated academic, social and professional services for students (UV)</li> <li>University Evaluation of Teaching and Paper Policy: As set out in the Policy, data and reports are provided to the paper Convenor, Head of School and the Pro-Vice Chancellor of the relevant Division, and programme coordinators (as well as individual teaching staff), all of whom can use this information to inform changes in practice or instigate conversation about teaching (Waikato)</li> <li>The University operates a 'hub and spoke' model of student advice and student support to ensure consistency and equitability across the institution and across our campuses in Hamilton, Tauranga and offshore China (Waikato)</li> <li>Student Participation and Retention Committee (or Education Strategy and Innovation Committee from August 2020); Campus Life Committees (CQU)</li> <li>Student Success Group: Coordinated group created student survey for students who withdrew to aid retention initiatives/action (Portsmouth)</li> </ul>
Australian Institute of Higher Education (AIH)		
Australian Institute of Professional Counsellors (AIPC)		
CQUniversity (CQU)		
Kaplan Business School (KBS)		
Melbourne Institute of Technology (MIT)		
Swinburne University of Technology		
Universidad Veracruzana		
University of Portsmouth		
University of Waikato		
<p><i>Systems and programs to facilitate a coordinated approach</i></p> <ul style="list-style-type: none"> <li>CQUni Success is designed to help facilitate a coordinated approach to student success strategies at CQUniversity. The system provides academic and student advice staff with key demographic, academic and unit engagement data about students for the current term. Users can use this data to facilitate personalised success strategies for students at scale. CQUni Success also provides a single student view of communications from academic and student advice staff.</li> <li>Student Activity Monitoring (SAM) is designed specifically for academics with an active teaching role to provide a view of higher education student engagement with resources and content in Moodle (CQU)</li> <li>Strategies for Success program is delivered by Academic Development Advisors, Welcome Back Week, Reflection Week (Swinburne)</li> </ul>		
<p><b>Under Development</b></p> <ul style="list-style-type: none"> <li>Creation of a student survey that will be posed to students who withdraw from the university in the 2020-21 academic year, with the aim of identifying the awareness and engagement of those students of the university services that could have helped them, and the reasons why students chose to withdraw (Portsmouth)</li> <li>KBS coordinated a <i>financial and academic support package for international students with the highest-ever rate of retention</i> (Student Experience Team, Finance team, Operations team, Marketing team, Student Recruitment team) As a result, KBS was one of four finalists in the International Education category at the AFR Higher Education Awards-the only non-University to be shortlisted</li> </ul>		

**KPM:3.3: What are the active ways of working with students to design and deliver quality enhancement activities that support retention?**

Institution	Self-review rating	<p><b>Good Practice</b>  <i>Active ways of working with students to support retention</i></p> <ul style="list-style-type: none"> <li>• Student representative on Higher Education Board (AIPC)</li> <li>• Student membership in groups like the Student Participation and Retention Committee, Student Retention Community of Practice, Student Representative Council, and Campus Life Committees, and student involvement in hosting student events like orientation and OMG week, student mentoring, and peer assisted study sessions, ensure that students have a strong voice in the design and delivery of activities supporting retention (CQU)</li> <li>• Student representative at each Academic Board meeting (KBS)</li> <li>• Student body with student representatives on Academic Board, Teaching and Learning Committee, Student Experience Committee and Student-Staff Consultative Committee (MIT)</li> <li>• Student Representative Council (SRC) is Swinburne’s primary student representation and consultation body: There are 35 SCR members across VET, undergraduate, postgraduate and international student cohorts; Faculty Student Consultative Committees; Swinburne Student Union</li> <li>• Student Ambassador programme: connection between staff and students, arrange social events and provide student views to inform the KBS leadership in future decision making, involve international students at workshop with government institutions such as Sydney City Council</li> <li>• Swinburne Ambassadors, Swinburne Volunteers or Student peer programs</li> <li>• Strong partnership with Students’ Union for a whole provider strategic approach, mixture of formal committee structure, an integrated student representation system at both course and faculty level. Course representatives attend a Faculty Student Forum with the Associate Dean of Students twice each academic year (Portsmouth)</li> <li>• Students are active members of all our formal academic Committees (Waikato); Waikato Students Union, Student Ambassadors, Student Wellbeing Ambassadors</li> </ul>
Australian Institute of Higher Education (AIH)		
Australian Institute of Professional Counsellors (AIPC)		
CQUniversity (CQU)		
Kaplan Business School (KBS)		
Melbourne Institute of Technology (MIT)		
Swinburne University of Technology		
Universidad Veracruzana		
University of Portsmouth		
University of Waikato		
<p><i>Some ways to collect student feedback</i></p> <ul style="list-style-type: none"> <li>• KBS undertakes Feedback Week in Week 6 of each trimester, Student Experience Learning and Teaching survey, student forums, suggestion boxes, voting jars, feedback boards, post-it note wall</li> <li>• Student satisfaction surveys (UV)</li> </ul>		
<p><b>Under Development</b></p> <ul style="list-style-type: none"> <li>• Waikato does not have an institutional approach to ensure consistency across the institution. We are interested in understanding ways in which other benchmarking partners are ensuring students remain at the centre of quality enhancements</li> </ul>		



## Benchmarking Theme 3: Student Wellbeing and Safety

Self-Review Rating Key	Yes	Yes, but	No, but	No	Did not complete
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KPM:1.1: What institutional policies and processes are in place to support the integration of wellbeing across the institution? How do you know these are effective?		
Institution	Self-review rating	Good Practice
Australian College of Nursing (ACN)	Yes	<p><b>National policies on student wellbeing and safety</b></p> <ul style="list-style-type: none"> <li>Respect. Now. Always Australian initiative</li> <li>Waikato is required to report annually on compliance with the Education (Pastoral Care of International Students) Code of Practice 2016 and the Education (Pastoral Care of Domestic Tertiary Students) Code of Practice 2019.</li> </ul> <p><b>Institutional plans and policies to support the integration of wellbeing across the institution</b></p> <ul style="list-style-type: none"> <li>University Mental Health Strategy-Mind Waves, Disability Action Plan 2016-2021, Action Plan and Working Party as part of the national campaign to prevent sexual harassment and assault (CQUniversity)</li> <li>Swinburne's People, Culture and Integrity Policy sets out the expectations for students and staff across the University. Clearly defined roles and responsibilities in this policy enables effective integration of activities that support and promote wellbeing. (Swinburne)</li> <li>Portsmouth: The governance arrangements for supporting wellbeing across the institution sits with the University Safeguarding Board which is chaired by the Deputy Vice Chancellor/Chief Operating Officer.</li> <li>Waikato: Health and Safety Policy and the University of Waikato Health and Safety Framework. A number of key areas within the University assist in discharging this responsibility, including: Organisational Development and Wellness, Health and Safety, Risk and Audit, Security, Student Services and Academic Divisions of Study. The Student Services portfolio is where the bulk of student pastoral care is delivered.</li> <li>Strategic Plan and Access, Participation and Success Plan, Student Safety and Wellness Model, policies on Sexual Assault and Sexual Harassment praised by TEQSA (KBS)</li> </ul> <p><b>Policies and procedures to support student wellbeing.</b></p> <ul style="list-style-type: none"> <li>Student Wellbeing Policy. Data is collected each semester by the Manager (Excelsia)</li> <li>Portsmouth: Student Mental Health Wellbeing Policy provides information to students of this University regarding availability and access to services that support student mental wellbeing; Safeguarding Children &amp; Vulnerable Adults Policy outlines how the University seeks to deliver its social, ethical and legal responsibilities to protect and safeguard children and vulnerable adults to the highest possible standards</li> <li>Staff Guidance; Students Causing Concern provides practical advice to help staff respond effectively and appropriately to students who are a cause for concern and/or present with risk factors. (Portsmouth)</li> <li>AIPC: We have always had a policy relating to Student Wellbeing and Safety. In the last 12 months, we have reviewed and updated it to provide additional guidance and clarity.</li> </ul> <p><b>Institutional processes to support student wellbeing.</b></p> <ul style="list-style-type: none"> <li>Fitness to Study approach. Fitness to study relates to an individual's capacity to engage fully with their studies to meet the learning outcomes of their programme, with reasonable adjustments where necessary and/or appropriate, within the limitations that they are able to do so in safety, and without endangering the safety or wellbeing of themselves or others. The process is instigated by the Chair and a senior member of staff who sit on the Safeguarding Cases Panel. The panel meets weekly to discuss and coordinate a support and safety plan for students who are causing concern. Portsmouth</li> <li>Sonder a 24/7 wellbeing and safety company has been a standout relationship in maintaining and promoting the wellbeing of students (KBS)</li> </ul>
Australian Institute of Higher Education (AIH)	Yes, but	
Australian Institute of Professional Counsellors	Yes	
CQUniversity (CQU)	Yes	
Excelsia College	Yes	
Holmesglen	Yes, but	
Kaplan Business School	Yes	
Melbourne Institute of Technology (MIT)	Yes	
Murdoch Institute of Technology	Yes, but	
Swinburne University of Technology	Yes, but	
Universidad Veracruzana	Yes	
University of Portsmouth	Yes	
University of Waikato	Yes	

*Organisational Units Responsible for Integration of Student Wellbeing*

- Counselling and Wellbeing Unit work closely with Inclusion and Accessibility Unit and Student Engagement Unit (CQUniversity)
- Center for Human and Comprehensive Development of the University (CEnDHIU) (UV)
- Connected network of pastoral care Portsmouth: immediate departmental support such as welfare and engagement officers and Personal Tutors as well as a range of central support services that provide access to medical and non-medical support through the Student Wellbeing Service (SWS), the Additional Support and Disability Advice Centre (ASDAC), Chaplaincy, Residential Life Team and related services.
- Waikato: The student services portfolio includes the following key services and staff to assist with the physical, mental and spiritual needs of students: - Student Health (General Practitioners, Nurse Practitioner, Registered Nurses, Healthcare Assistant, Mental Health Nurse, Counselling Services, Violence Prevention Coordinator, Health Promotion Coordinator and Chaplaincy Service). - Student Experience and Support (Accessibility Services, International Student Services Office). - Sport and Wellbeing (UniRec, Sport, Wellbeing Hub and Physiotherapist). - Student Accommodation – Halls of Residence

*Curriculum, Pedagogy and Programs*

- Free Choice Training Area (AFEL) in their curriculum. In it, educational experiences related to integral Health are taught. This involves activities related to sports, physical and emotional health, self-knowledge, and self-care, paying for a healthy lifestyle (UV).
- Learning Well is a conceptual framework and pedagogical model which emphasises an educational, as opposed to medicalised or deficit-focused, approach to the issue of mental health in the HE context. It is based on the well-established, Compassionate Mind model of Professor Paul Gilbert, as the framework for teaching students both a mindset and a series of skills which equips them to better manage the emotional and psychological challenges of learning (and life). (Portsmouth)
- Ally Program-training for staff and students to help combat homophobia (CQU)

**Under Development**

- At present we have implemented policy and plan to review student feedback as part of our feedback strategy (Murdoch Institute of Technology)
- Portsmouth: Currently developing a staff and student wellbeing charter
- A Wellbeing@Waikato framework was drafted in 2019. This is being reviewed with a wider University consultation process to be undertaken. The framework will provide an overarching plan to guide the University as a health campus community where people, programmes, practices, policies and spaces foster wellbeing.
- A new initiative in 2020 will see the establishment of a team of Health, Safety and Wellbeing Committees and Representatives to act as a link between staff and management and play an important role in keeping the University environment a healthy and safe space by providing a voice for workers who might not otherwise speak up in health and safety matters. Nine Health, Safety and Wellness committees will be established and will meet at least every three months (Waikato)
- Not easy to measure wellbeing in a holistic, comprehensive way (Swinburne)

**KPM:1.2: How is timely, accurate advice on avenues and contacts for support on student wellbeing provided to students? How is this information tracked and monitored?**

Institution	Self-review rating	Good Practice
Australian College of Nursing (ACN)		<p><i>Information and advice on avenues and contacts for support on student wellbeing.</i></p> <ul style="list-style-type: none"> <li>• Health, wellbeing and support Student support webpage (ACN)</li> <li>• Student ID card, reverse side has contact details for support services (Excelsia)</li> <li>• Email, SMS, social media, web and print, student portal, blogs, mobile app, Student Handbook, pre-arrival guides, TV screens, newsletters, Moodle, 6-week pre-departure campaign, text messages, Learning Management systems, teaching and administrative staff, Student magazine, e-bulletin, confidential 24/7 student crisis hotline, Student Handbook, live chat with Student Experience team, Z card with contact numbers</li> <li>• Medical discounts and benefits available to students as part of our partnership with Medibank including reduced private health cover, pet and travel insurance. (Swinburne)</li> <li>• The Student Wellbeing Service (SWS) pioneered the WhatsUp app which was developed by one of our undergraduate students. WhatsUp is a wellbeing and safeguarding app with a unique two-way communication between the SWS and the student. It provides daily tools that promote positive wellbeing and mental health, through daily mood rating, journals and notifications. The app is an integral part of the wellbeing offering at the University for students. Quarterly reports are run to show engagement with the app as well as number of users and mood rating figures.</li> </ul>
Australian Institute of Higher Education (AIH)		
Australian Institute of Professional Counsellors		
CQUniversity (CQU)		
Excelsia College		

Holmesglen		<p>(Portsmouth)</p> <p><i>Campaigns and Activities on Student Health and Wellbeing</i></p> <ul style="list-style-type: none"> <li>• We're Here for You' This was an email campaign for commencing students covering health and wellbeing areas such as Student Wellbeing; Mental health management strategies, Social Isolation; Family Violence and Cyber safety. • My Plate is Full Diet and mental health campaign – students have access to a range of resources on health/diet management, including a 16-minute video created by Swinburne</li> <li>• Sentinel Centers whose basic proposal is to develop social and individual skills in the university community through promoting actions to improve their health and lifestyles. WHO refers that adolescents as the healthiest population group, the one that uses the least health services, is at the same time the group with a significant exposure to risk factors that affect people and that over time determine the appearance of chronic communicable diseases (UV)</li> <li>• Wellbeing Awareness Activities: In Semester 1, 2020 0-week wellbeing awareness activities resulted in the following: <ul style="list-style-type: none"> <li>• Swinburne's Peer-to-Peer health support team 'H. Squad' reaching 820 students on campus in February and March</li> <li>• Alcohol &amp; food consumption survey completed by 258 students. This survey found that while not all student respondents drink, or drink to concerning levels, a significant proportion do. (Swinburne)</li> <li>• Student Experience Team has live chat and Z cards are available with information (KBS)</li> <li>• Welfare Walkabout. This brings together volunteers from within the university to knock on every door in student halls accommodation. The volunteers speak with students and deliver a leaflet with contact information for all the student support services (Portsmouth)</li> <li>• Healthy Hangover – MIT Health Beat</li> </ul> </li> <li>• Presentations on Wellbeing and Sexual Assault and Sexual Harassment. Students need to complete online modules on student services (Holmesglen)</li> <li>• The H. Squad comprises Peer-to-Peer student health ambassadors who promote health and wellbeing to Swinburne students</li> </ul>
Kaplan Business School		
Melbourne Institute of Technology (MIT)		
Murdoch Institute of Technology		
Swinburne University of Technology		
Universidad Veracruzana		
University of Portsmouth		
University of Waikato		

#### Under Development

- Due to COVID-19, a resource page was created in the Student Portal for services students could easily access, including COVID19 FAQs and Not so Distant space for virtual events promoting student life in the absence of on-campus activities (CQUUniversity)
- Due to COVID-19, Orientation Week activities and Open Day events in Semester 2, 2020 were held online.
- New students received their orientation information via email and enrolled into their online Orientation activities which were housed on the Learning Management System (Swinburne)
- Open Day was facilitated through the development of an interactive digital-style campus tour called 'Swintopia'. Deploying avatars and game style interactions, Swintopia is recognised as an innovative digital space for students to explore the campus and obtain the information they need to support their transition into university
- In A Trimester 2020, the University piloted a case management approach to support the wellbeing of all its students as they navigated the challenges of changes to living arrangements, financial insecurity and the transition to online learning. The aim was to provide a high level of personalised support during COVID-19 and to identify students most at risk of not engaging with their studies. The approach involved modifications to the Student Management System (SMS) to capture data and generate reports, the establishment of team leads and case managers to implement the cohort calling and the creation of material to assist with training and consistency of advice (scripts, FAQs etc). Recently ad hoc student surveys conducted suggest that this approach was well received by students who felt support during this period and the University has seen an increase in paper pass rates and a lift in overall mark distributions which this may have contributed to. The University is exploring ways to integrate similar case management approaches moving forward (Waikato)
- Holmesglen: Subsequent to the COVID-19 pandemic and the rapid shift of remote learning and provision of services, particularly in Melbourne where staff have largely been working remotely for delivery and services from March due to the successive Stage and Stage 4 lockdown restrictions, all previous face-to-face communication and support has now moved to online through strengthened information on the website and online community and consultations by telephone or Webex

**KPM:1.3: What specific types of personal support services and programmes are available to support students' wellbeing?**

Institution	Self-review rating	
Australian College of Nursing (ACN)	Good	<p><b>Good Practice</b></p> <p><i>Student Support and Academic Support services and programs</i></p> <ul style="list-style-type: none"> <li>• Student support officers, Student Wellbeing Service, Chaplaincy, Faculty Welfare officers, Careers, Disability, Financial support, English Language support, Academic skills, Equity/accessibility service, professional counsellors, nurses, social workers, occupational therapist, Health/GP service, mental health nursing, sport and wellbeing, industry liaison, enrolment support, buddy programs, library services, mentoring for success programs, HE programs and webinars, enrolled triage officers, dietician, alcohol and drug support, LGBTIQ Support, student advocacy, Wellbeing Hub, Foodbank services, Safer Community team</li> <li>• Quick HIV tests, addictions detection, mental, nutritional and sexual health (UV)</li> <li>• Indigenous Student Engagement Team for Aboriginal and Torres Strait Islander students</li> <li>• Rainbow Staff/Student Alliance a University support service for people who identify as takatāpui (Māori term meaning Māori who identify with diverse sexes, genders and sexualities) and LGBTIQ+ (lesbian, gay, bisexual, transgender, intersex, queer, or other gender and sexuality minority groups).</li> </ul> <p><i>Campaigns and Programs</i></p> <ul style="list-style-type: none"> <li>• Your Success is a targeted communications campaign to students in their first trimester (Murdoch Institute of Technology)</li> <li>• Wellbeing Cafe (Portsmouth)</li> <li>• InSPIRE program- program of individualised learning and development (MIT)</li> <li>• Tracking Student Support and Academic Services Example</li> <li>• Responding to the medical and psychological needs of the Swinburne community across all three campuses in 2019 resulted in the following: • 22,693 medical appointments • 12,472 mental health appointments • 1,142 flu shots delivered • 410 physio appointments (Swinburne)</li> </ul> <p><i>Support for off-campus</i></p> <ul style="list-style-type: none"> <li>• Access to online and digital wellbeing support through SilverCloud which is a secure platform with CBT-based modules and work with trained e-counsellors (Portsmouth)</li> <li>• Sonder, a 24/7 wellbeing and safety company provided an exemplary resource to help students' wellbeing. In the first three months, 12,000 hours of in-person and online support (KBS)</li> </ul>
Australian Institute of Higher Education (AIH)	Good	
Australian Institute of Professional Counsellors	Good	
CQUniversity (CQU)	Good	
Excelsia College	Good	
Holmesglen	Good	
Kaplan Business School	Good	
Melbourne Institute of Technology (MIT)	Good	
Murdoch Institute of Technology	Good	
Swinburne University of Technology	Good	
Universidad Veracruzana	Good	
University of Portsmouth	Good	
University of Waikato	Good	
<p><b>Under Development</b></p> <ul style="list-style-type: none"> <li>• During the COVID-19 pandemic, the College has offered job support and a food bank for students experiencing financial hardship (Excelsia)</li> <li>• The academic coach assists with academic matters and is able to refer students to additional 3rd party support services if this is identified as a concern for the student. Student support officers are trained and are able to refer students to support services as required. This is an area that we are currently working on improving (AIPC)</li> <li>• Holmesglen: These support services have all transitioned to remote delivery, many since March 2020, by using telephone and online/virtual appointments/meetings (using Webex) in line with the latest Victorian Government Coronavirus (COVID-19) advice. Over this period a number of planned videos and other supports have been developed and can also be found on the relevant department's webpages. Prior to the 2020 Easter break Faculties piloted remote/facilitated delivery across 16 programs covering both vocational and higher education. Lessons from the pilot informed the design of professional development programs, student engagement strategies and orientation/training in the use of the technology essential to the remote/facilitated delivery model that was implemented after Easter until present and will continue whilst there is a need for remote delivery across the various areas of the Institute</li> </ul>		

**KPM:1.4: How does your institution ensure support services reflect the needs of different student cohorts and different modes of delivery?**

Institution	Self-review rating	<p><b>Good Practice</b> <i>Different Student Cohorts</i></p> <ul style="list-style-type: none"> <li>ACN has all postgraduate Nursing students. Courses delivered online/blended learning.</li> <li>CQUniversity is proud to be recognised as Australia's most inclusive university with some of the highest ratios of students from disadvantaged, mature age, Aboriginal and Torres Strait Islander, and first-in-family backgrounds. CQUniversity is also a leader in the delivery of distance education with almost half of the current student cohort made up of students studying off-campus, many of whom are based in rural and remote areas largest footprint of any university in the country, CQUniversity has more than 20 national locations</li> <li>To ensure Swinburne's support services reflect the needs of all student cohorts, the university has developed a comprehensive cultural diversity strategy and Charter of Cultural Diversity. Swinburne's international students represent: • 144 nationalities • 185 languages spoken.</li> <li>In recognition of our multi-cultural achievements and outstanding diversity initiatives, Swinburne was the first university to be recognised by the Victorian State Government through being highly commended in the business category of the 2017 Victorian Multicultural Awards for Excellence. A list of other Cultural Diversity achievements include planting a 'Welcome Tree' as a symbol of our ongoing commitment and support to our migrant community; bringing together VCAL students and Migrant Education students at the university's Croydon campus and Celebrate Cultural Diversity Week. (Swinburne)</li> <li>Reconciliation with First Nation peoples: promoting and supporting respect for Indigenous Australians. Swinburne was the first Australian university to achieve 'Elevate' status for our second Reconciliation Action Plan 2017–2019. This is the highest level of endorsement granted by Reconciliation Australia.</li> <li>Kaplan Business School has over 80 different nationalities, with a Student Experience Team with 25 different nationalities. Students had access to zoom live channel during COVID-19</li> </ul>
Australian College of Nursing (ACN)		
Australian Institute of Higher Education (AIH)		
Australian Institute of Professional Counsellors		
CQUniversity (CQU)		
Excelsia College		
Holmesglen		
Kaplan Business School		
Melbourne Institute of Technology (MIT)		
Murdoch Institute of Technology		
Swinburne University of Technology		
Universidad Veracruzana		
University of Portsmouth		
University of Waikato		

**Under Development**

- In addition to support provided to all Swinburne students, other areas of support for international students include: • Dedicated financial support during COVID-19 • Improving English Language skills • A broad range of International Student FAQs in response to COVID-19 (Swinburne)
- All student support services are able to offer virtual appointments to students who are based off campus or commute for their studies. We will also be able to offer access to a multilingual counselling and wellbeing provision 24/7 from October 2020. (Portsmouth)
- Currently due to COVID alternative arrangements (where possible) have been made for student placements. These have been negotiated with the institute, organisation, and student. They have also been reviewed by 3rd party industry memberships to support assessment and learning integrity (AIPC)

*Holmesglen has undertaken significant developments and change to ensure support services for students reflects their needs during COVID-19 include:*

- Hiring a financial counsellor during the COVID-19 emergency to support the increase in students needing guidance as well as an advocate in some cases to arrange payment plans for power, gas and especially mobile phones during COVID-19.
- Hiring a dedicated technical/computer programs support teacher to assist students and staff in accessing and using basic programs such as Microsoft suite, up to WebEx and the Brightspace LMS.
- Hiring a dedicated Student Communication Officer to create and distribute the new Student LIFE! electronic communication every three weeks as well arranging topical emails to students.

- Between March 30 and April 24 over 700 staff completed online professional development sessions covering the use of critical technologies including Brightspace, Panopto, Jabber (Holmesglen's VoIP telephone system) and Webex.
- During the same period academic staff developed material and assessments for remote delivery – teachers created short instruction videos, Brightspace and Kahoot quizzes, virtual worksheet activities to track learner understanding and activities to encourage student engagement and online attendance.
- Approximately 11,500 learners and teachers are now using Webex inside the Brightspace LMS.
- A financial assistance portal was launched on the Holmesglen website to offer students grants to provide partial support for living expenses such as food and rent.
- Six sewing machines were purchased for the Fashion department to loan to international students who had no access to a machine.
- Staff continue to donate both money and food for allocation to students in need – a range of organisations (public, private, community groups and charities) continue to provide support
- Provision of cooked meals and face to face “welfare check” with our students. This included our students’ housemates. We also provided them with food and meals, even though they were not Holmesglen students.
- Provided one-on-one assistance to more than 200 students to refresh their resumes and register for work with Working for Victoria initiatives o Assisted “Out of Trade” apprentices, those who had lost their jobs
- Established a team of staff who have made over 2,000 wellbeing phone calls to students
- Establishing phone ‘check ins’ with students most at risk, including students who were already receiving support from Learning Skills staff and Apprentice Support Officers
- Developing a new way of supporting students with disabilities in remote learning when there is a diverse range of disabilities by linking into students’ timetables, assessing accessibility of resources and reasonable adjustment requirements and increasing closed captioning and transcripts media and our Online Community.
- Holmesglen delivered and continues to deliver precooked meals and pantry items to students in need, with the kind support of community groups and organisations including RACV Club, Highett Neighbourhood House, the Father Bob Foundation and Woolworths. Holmesglen has arranged with local restaurants within a 5km radius of a campus, for free takeaway meals to be available to our students. Through the Holmesglen Foundation, people have been able to donate to further strengthen the support Holmesglen is able to provide our students to get them all through the coronavirus emergency

**KPM: 1.5: How is the effectiveness and impact of these support services monitored and evaluated? What services provide the most impact?**

Institution	Self-review rating	Good Practice
Australian College of Nursing (ACN)		<p><i>The effectiveness and impact of support services can be measured by Customer Relationship Management System, Annual reviews and reports, student surveys, booking system, learning access plans/education access plans, accessing medical and counselling services, attendance at Academic Coach sessions and web visits, and Student Feedback Week</i></p> <ul style="list-style-type: none"> <li>• Service enquiries and responses for students accessing support services are tracked and monitored via the Customer Relationship Management system (CRM) (CQU)</li> <li>• Report on the effectiveness of the International Student Health Promotion program (CQU)</li> <li>• Student Support Center 2019 Annual Review. The Manager of the SSC monitors data in relation to the number of students accessing support services.</li> <li>• This is monitored through the collection and analysis of a number of student surveys: Refer to the Orientation and Enrolment Survey Melbourne Campus uploaded in KPM 1.2 Refer to the QILT Survey Analysis. Refer to the Wk3 T2 2020 Digital Delivery Survey. It is also monitored by assessing student outcomes- refer to the InSPIRE Program Annual Report and InSPIRE Program Trimester Report. (MIT)</li> <li>• Simply book me. Reports run from the booking system to provide statistical data on service usage. (Murdoch Institute of Technology)</li> <li>• The Student Barometer Survey is used to measure the effectiveness and impact the University's support services. Participation and enrolment numbers are monitored at Student Health, with enrolment numbers and reductions in revolving repeat visits the key metrics (Waikato).</li> <li>• Student experience survey (Waikato)</li> <li>• AIPC The academic coach oversees the Individual Learning Plans and records progress. This is discussed with the Program Leader. Attendance numbers at Academic Coach sessions</li> <li>• The effectiveness of support services is monitored and evaluated by: Number of students accessing medical, counselling and AccessAbility services; Web visits for all Swinburne</li> </ul>
Australian Institute of Higher Education (AIH)		
Australian Institute of Professional Counsellors		
CQUniversity (CQU)		
Excelsia College		
Holmesglen		
Kaplan Business School		
Melbourne Institute of Technology (MIT)		

Murdoch Institute of Technology		<p>Health and Wellbeing and Student Services web pages are generated on a monthly basis; Safer Community; Monthly case reports track the number of cases coming in each month; Bi-annual reports outline trends which inform the University's primary prevention initiatives; and AccessAbility Services (Education Access Plans)</p> <ul style="list-style-type: none"> <li>Monthly student counsellor reports, KHUB Live Chat Reports, Student Feedback Week (KBS)</li> </ul>
Swinburne University of Technology		
Universidad Veracruzana		
University of Portsmouth		
University of Waikato		

**Under Development**

- Student support services has not been evaluated (ACN)
- This is undertaken at individual service level with reporting lines to various senior leaders. It is an aim of the University to improve on gathering feedback and data with formal lines of reporting through the Student Experience Committee to the University Education and Student Experience Committee (Portsmouth)
- Much of this data for 2020 for the additional services is still being gathered but early feedback data suggests that the provision of these supports is meeting students' needs, appreciated and helping them through the coronavirus pandemic emergency. There have been noticeable increases in the number of students accessing the various support services offered through Student Wellbeing, the Learning Skills Centre and the Library. Statistics show marked increases across almost all Counselling issues when compared to 2019 totals: • Mental health - increase to greater than 145% of 2019 total; Study issues - increase to greater than 170% of 2019 total • General counselling - increase to greater than 200% of 2019 total • Welfare - increase to greater than 250% of 2019 total (Holmesglen)
- In the future, Student Health also plans to create an internal survey to monitor client satisfaction (Waikato)

**KPM: 2.1: What policies are in place for promoting a safe working environment for students? How are these effectively communicated to students?**

Institution	Self-review rating	<p><b>Good Practice</b>  <i>There are institutional policies and procedures in place to provide a safe working environment for students. For example,</i></p> <ul style="list-style-type: none"> <li>E.1.3 Student Management E.1.12 Student Privacy and Personal Information E.1.6 Student Clinical Placements E.1.19 Critical incident – Students E.1.7 Student Sexual Assault and Sexual Harassment E.1.13 Student Grievance handling - Academic and Non-Academic (ACN); Student Behavioural Misconduct Procedure, Student Charter, Work-Integrated Learning Policy and Procedure, Occupational Health and Safety Policy, each student lab space and residential school has its own framework of risk assessments and inductions, Student Critical Incident Policy and Procedure (CQU); Critical Incident Management Policy &amp; Procedure, Student Code of Conduct (Excelsia); University Health &amp; Safety Policy and associated Arrangements. Students receive Health &amp; Safety Induction talks depending on the risks identified within their courses. (Portsmouth); Code of Student Conduct, Health and Safety Policy and Work-Integrated Learning information. Online Health and Safety information, including property and personal safety, is available to all students and staff. (Waikato); Practical Placement procedure</li> <li>Practical Placement guidelines for Holmesglen and Host organisation</li> <li>Practical Placement guidelines for students</li> <li>Practical Placement agreements</li> <li>guidelines for Holmesglen and Host organisation</li> <li>Pre-Practical Placement assessment</li> <li>Practical Placement – initial discussion with Host (Holmesglen) ; Pre-departure information (Murdoch Institute of Technology); Academic Agreement template, Code of Practice, Critical Incident Communication, Student Placement Guidelines, WIL Handbook, WIL Risk Assessment, WIL Student Induction list (KBS)</li> </ul> <p><i>Risk Assessments</i></p> <ul style="list-style-type: none"> <li>Risk Assessments and Business Continuity plans are part of Swinburne’s Risk Management Framework which is managed centrally by Governance and Assurance. Business Continuity plans were integral to ensuring Swinburne’s smooth transition of operations in response to COVID-19. Planning for a return to campus has been comprehensive and demonstrates the effectiveness of our risk management processes.</li> <li>Universidad Veracruzana has a University System for Comprehensive Risk Management (SUGIR) whose purpose is to create in the academic, administrative and student community a culture of prevention and safety</li> <li>Waikato: The Security team presents information on safety awareness to students, including international students at the commencement of each year and the Police hold information sessions</li> <li>Host companies are assessed against ‘Host Company Risk Assessment (KBS)</li> </ul>
Australian College of Nursing (ACN)	[Dark Green]	
Australian Institute of Higher Education (AIH)	[White]	
Australian Institute of Professional Counsellors	[Light Green]	
CQUniversity (CQU)	[Light Green]	
Excelsia College	[Dark Green]	
Holmesglen	[Light Green]	
Kaplan Business School	[Dark Green]	
Melbourne Institute of Technology (MIT)	[Dark Green]	
Murdoch Institute of Technology	[Dark Green]	
Swinburne University of Technology	[Orange]	
Universidad Veracruzana	[Dark Green]	
University of Portsmouth	[Light Green]	
University of Waikato	[Light Green]	
<p><b>Under Development</b></p> <ul style="list-style-type: none"> <li>A review of the University’s hazard registers in all work areas, including activities involving students is currently in progress. Following this review, the University will be updating the health and safety information it provides to students. Health and safety services have been identified as very staff-centric and could be more student-focused.</li> </ul>		



**KPM: 2.2: What strategies are in place to promote a safe environment for all students in the physical environment in which they learn? Are these effective?**

Institution	Self-review rating	Good Practice
Australian College of Nursing (ACN)		<p><b>Good Practice</b></p> <ul style="list-style-type: none"> <li>• Staff are required to wear ACN identification cards at all times, ACN use swipe cards for managing access to student classrooms, kitchens, bathrooms and library</li> <li>• Equity Policy, Academic Freedom Position Statement (CQU); Safe zone app (CQU), A Plan Safe-Fire and Evacuation Induction; Program, First Response Training for staff (CQU)</li> <li>• Orientation Website Policies Student Code of Conduct Posters around the campus There have been no reports from students in the last three years in relation to feeling unsafe on campus. (Excelsia)</li> <li>• The strategy is monitored by the Audit and Risk Management Committee (ARMC) including reportable items in the Risk Tables (MIT)</li> <li>• On campus safety and welfare protocols, Swinburne has onsite security staff and procedures for managing safety and welfare concerns and emergencies; Evacuation exercises are conducted regularly to ensure our procedures are appropriate and staff and students are aware of evacuation areas and procedures. All university buildings undergo frequent audits, and the results are recorded in Riskware to ensure all health and safety requirements are met, including checking that signage and equipment such as first aid kits and fire extinguishers are accessible and up to date. Emergency response teams. The University requires contactors, suppliers, vendors and campus visitors to undertake an induction program to familiarise themselves with Swinburne’s health and safety requirements. (Swinburne)</li> <li>• UV: The strategies used to promote a safe environment for all students are derived from the UI-GIR of each Faculty. In this sense and given the social security conditions, the UI-GIR of the Faculty has reinforced prevention actions to protect the community of our Faculty, both in the family environment and in university activities. Highlights the Crime prevention days that have the participation of the Secretary of the Navy, Civil Force and the Secretary of Public Security of the State of Veracruz. each Faculty conducts Earthquake Evacuation Drills to establish a culture of prevention and as a measure to determine the evacuation strategy to follow in the event of an event of this nature. All students, teachers, directive, administrative and service personnel of the Faculty participate in these activities, under the leadership of teachers, as well as members of the Student Council that make up the Internal Unit for Comprehensive Risk Management (UI-GIR)</li> <li>• KBS has a range of strategies, both COVID specific and non-COVID specific. KBS has performed a robust, nationwide return to site risk assessment of all campuses</li> </ul>
Australian Institute of Higher Education (AIH)		
Australian Institute of Professional Counsellors		
CQUniversity (CQU)		
Excelsia College		
Holmesglen		
Kaplan Business School		
Melbourne Institute of Technology (MIT)		
Murdoch Institute of Technology		
Swinburne University of Technology		
Universidad Veracruzana		
University of Portsmouth		
University of Waikato		

  

<ul style="list-style-type: none"> <li>• A long-standing arrangement with the local Police Constabulary who second an officer to the University. Their role is to act in liaison between the University and the Police To safeguard students, prevent crime, report crimes and to offer victim support. (Portsmouth)</li> <li>• Speak UP Step UP Campaign: The Speak UP Step UP Campaign builds upon the culture of dignity and respect that we always strive to uphold at the University of Portsmouth. The campaign is supported by University of Portsmouth Students’ Union.</li> <li>• The award-winning Welcome Ambassador programme is about being a leader and role model standing up for inclusivity and a welcoming campus for all. Welcome Ambassadors pledge to uphold the values of the University’s Student Charter - Support, Community, Opportunity, Respect and Education. This ambitious and exciting programme launched in 2018-19 for the first time and gained national media attention when it was recommended by the Universities Minister as an example of good practice supporting student transitions. The scheme also won a Vice Chancellor’s Award for Excellence (Portsmouth)</li> <li>• Waikato: The Code of Student Conduct, Academic Integrity Statement, and Student Discipline Regulations set out the expectation for student conduct and the procedures for making, investigating and resolving complaints. The Internal Audit and Risk Manager reports a low number of student complaints through failure to provide a safe environment at the University. The process for students’ complaints is outlined in the Student Complaints Policy. Electronic swipe card access to monitor and cross check resident engagement with the community is an important wellness checking tool</li> <li>• AIPC: Students are mostly in an online environment. Clear guidelines and expectations are communicated to students prior to residential school</li> <li>• Holmesglen: • Teacher instruction and demonstration of safety procedures required and relevant to subject content and activities • Regular evacuation drills to ensure real evacuations in response to an emergency situation occurs in a safe and</li> </ul>
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orderly fashion • Showing of the safety video on commencement of classes • Appropriate safety signage, including appropriate COVID-19 related signage. • Monitoring of student behaviour and notifying/calling security when incidents such as accidents or violent behaviour occurs. Security have been trained to deal with a range of emergency situations and to provide first aid if required. • Providing a range of library curated safety videos from Safety Hub Holmesglen • Availability of Security to escort students and staff when walking to their cars, nearest public transport, taxi pickup point and between buildings or other locations on campus. Students and staff can access this by calling Security. • Holmesglen App safety information includes a torch to assist students/staff where there is poor light for a range of reasons

**Under Development**

- These services are now to be evaluated by the Academic Council (ACN)
- Student Behaviour Misconduct process is under review (CQU)

**KPM: 2.3: What strategies are in place to promote a safe environment for all students in an online/blended learning environment? How effective are they? Which is the most effective?**

Institution	Self-review rating	Good Practice
Australian College of Nursing (ACN)		<p><b>Good Practice</b> <i>Strategies in place to promote a safe environment for students in an online/blended learning environment</i></p> <ul style="list-style-type: none"> <li>• Training and modules; online safety toolkit; posters; protocols for reporting cyber harassment and bullying; Student COVID-19 Hub; Equitable Assessment Arrangements; online platform; codes of conduct; academic integrity advisors; dedicated staff member who moderates online community; monitoring resident engagement; protect personal data; tracking attendance; Weekly reports from Sonder which is an on-demand support network</li> <li>• ACN purchased three-year subscription for Consent Matters and Responding to Disclosures of Sexual Violence online training modules. Online training modules are compulsory for all staff and students</li> <li>• Within the student portal, the mental wellbeing hub provides students with access to an online safety toolkit at <a href="https://www.esafety.gov.au/educators/toolkit-universities/students">https://www.esafety.gov.au/educators/toolkit-universities/students</a>. (CQU); Information and Communications Technology Acceptable Use Policy and Procedure (CQU)</li> <li>• Posters are the most effective because they were created by the Marketing team for maximum visual impact (Excelsia)</li> <li>• Swinburne also has protocols in place that are published on the website and aim at minimising and reporting cyber harassment and bullying. The recent move from on-campus to online provision due to COVID-19 has resulted in an extensive suite of student support information being collated and made available to students in what was intended to be a one stop-shop. The Student COVID-19 hub and FAQs webpage includes information on health and wellbeing; AccessAbility Services; student advocacy; careers and employment; complaints; contact information for Aboriginal and/or Torres Strait Islander students; support services for international students; family violence support and financial support. It also includes information on a broad range of academic considerations including Equitable Assessment Arrangements.</li> <li>• In response to COVID-19 Swinburne students will not have fail grades recorded on their academic transcript in 2020 and can choose to have grades removed from their GP</li> <li>• Weekly reports from Sonder which is an on-demand support network (KBS)</li> <li>• The Universidad Veracruzana has its own virtual platform "Eminus", exclusive for students and academics. The platform is safe and user-friendly. In addition, with the appearance of the COVID contingency, the university community makes use of a series of technological tools and with which the necessary precautions must be taken to prevent the theft of information or personal data.</li> <li>• We take all allegations of student misconduct seriously and have policies to address incidents, these include; Fitness to Reside, Fitness to Practice and the Code of Student Conduct, as well as a complaints procedure and ICT Acceptable Use Policy. (Portsmouth) Waikato: The Code of Student Conduct, Academic Integrity Statement, and Student Discipline Regulations set out the expectation for student conduct and the procedures for making, investigating and resolving complaints. The Internal Audit and Risk Manager reports a low number of student complaints through failure to provide a safe environment at the University. The process for students' complaints is outlined in the Student Complaints Policy. Electronic swipe card access to monitor and cross check resident engagement with the community is an important wellness checking tool. The University has an Academic Integrity Advisor who manages complaints and disciplinary processes</li> </ul>
Australian Institute of Higher Education (AIH)		
Australian Institute of Professional Counsellors		
CQUniversity (CQU)		
Excelsia College		
Holmesglen		
Kaplan Business School		
Melbourne Institute of Technology (MIT)		
Murdoch Institute of Technology		
Swinburne University of Technology		
Universidad Veracruzana		
University of Portsmouth		
University of Waikato		

		<ul style="list-style-type: none"> <li>for students in breach of the code. AIPC</li> <li>Clear guidelines on online behavioural expectations are outlined during orientation and again prior to webinars in each subject. Holmesglen: Dedicated staff member who moderates the Holmesglen Online Community. KBS has a robust system of tracking attendance, students under 70% are followed up (KBS)</li> </ul>
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KPM: 2.4: What is the process for managing critical incidents, including preventing recurrences? [e.g., violent behaviour, bomb scares, serious accidents, explosions, fire, deaths] Are these effective?

Institution	Self-review rating	Good Practice
Australian College of Nursing (ACN)		<p><b>Policies and procedures</b></p> <ul style="list-style-type: none"> <li><i>Critical Incident Management Framework and Plan; Training for teams; security teams coordinates with emergency services; process for major disasters but also routine interruptions to service; earthquake evacuations; critical incidents register; emergency alert system via a pop-up display on computers; regular patrols of student accommodation, scenario planning and emergency practice drills, escalation flowchart</i></li> <li>Critical Incident policy and procedure (ACN); CQUniversity has a critical incident management framework covering all emergency incidents and business continuity processes, as well as a student-specific Student Critical Incident Policy and Procedure for all critical incidents involving or directly impacting students. This latter policy has been put to the test on numerous occasions and is highly effective in managing such incidents in a streamlined way and allows for post-event evaluation of the crisis response, and improvements going forward. Critical Incident Management is one of MIT's key risk management strategies. It is a systematised approach that includes policies and procedures for ensuring safety is paramount. All incidents are reported and recorded on a centralised register. Bi-annual reports are developed and analysed accordingly. Its main purpose is to minimise the human, operational, financial, legal, regulatory, reputational and other material consequences arising from the incident. Sample report is provided.</li> <li>Process includes not only major disasters (e.g. total loss of a building), but also routine interruptions to service (the computers are down for half an hour) (Murdoch Institute of Technology); Swinburne has a Critical Incident Management framework and plan. Critical Incidents on campus are managed by Security who coordinate with Emergency Services as required. We also have Critical Incident Guidelines and procedures that are specific for International students, Global Mobility (Study Abroad and Exchange) and International Placements in place for when incidents arise. The Emergency Response Team (ERT) is comprised of staff who are organized, trained and required to respond to an emergency; to control the scene until appropriate external emergency services assume control; Major Incident Action Plan. The Fire Safety Policy &amp; Procedures includes the roles and responsibilities of the university community in the event of a fire. (Portsmouth)</li> <li>Swinburne students used human-centred design to empower positive bystander action in the prevention of family violence and violence against women • The initiative is part of the Victorian government's Family Violence Prevention in Tertiary Settings Pilot Project</li> <li>UV: The guide for real estate evaluation drills, guide for the conformation of the UI-GIR, ANUIES Safety Manual, drill evaluation card, general earthquake evacuation drill, evacuation drill plan for earthquake</li> <li>Waikato: The key policies include Emergency Management Procedures, Crisis Management Communication and Emergency Instructions. In addition, the University has a dedicated Security Services Team on call 24 hours per day, 7 days per week to respond to critical threats and incidents. The University has security phones located across the campus that are free for all to use to contact security. Security staff are available to escort students walking across campus for their safety if requested. Staff must record all events in the Critical Incidents Register. The University also uses an emergency alert system to notify students and staff via a pop-up display on their networked computers of emergency situations requiring evacuation or immediate action. University security services also support the student accommodation facilities with regular patrols and are available to residential staff 24 hours a day, seven days per week.</li> <li>The Critical Incident Team is trained in managing critical incidents (Excelsia)</li> <li>The University carries appropriate insurance coverage and engages in business continuity planning including scenario planning. The Critical Response Team is a dedicated response unit at the University, with specialised training. The University has Health and Safety Representatives in all areas and buildings, trained first aid responders and regularly</li> </ul>
Australian Institute of Higher Education (AIH)		
Australian Institute of Professional Counsellors		
CQUniversity (CQU)		
Excelsia College		
Holmesglen		
Kaplan Business School		
Melbourne Institute of Technology (MIT)		
Murdoch Institute of Technology		
Swinburne University of Technology		
Universidad Veracruzana		
University of Portsmouth		
University of Waikato		

	<ul style="list-style-type: none"> <li>simulates emergency practice drills.</li> <li>AIPC Clear guidelines for managing incidences form part of Policy 2.21 and outline methods of reporting and support available. All incidences disclosed and reported will be reviewed by senior management and/or the Higher Education Board every year, and strategies set in place to reduce risk.</li> <li>Holmesglen: Critical Incident Management Plan, the Emergency Management procedure and Medical Emergency procedure</li> <li>All critical incidents are reported to the Health and Safety Manager at Kaplan. An escalation flow chart for staff has been developed (KBS)</li> </ul>
<p><b>Under Development</b></p> <ul style="list-style-type: none"> <li>Yet to be evaluated (ACN)</li> <li>In March 2019, CQUniversity partnered with the Queensland Police Service (QPS) to deliver a critical incident emergency training exercise (on the Gladstone Marina Campus). This activity allowed a team of CQUniversity staff to work directly with members of the QPS to roll out a realistic live action scenario and test our procedures and systems. As well as being a terrific engagement exercise, the activity allowed us to evaluate the effectiveness of the procedures we have developed as part of our Critical Incident Policy.</li> </ul>	

KPM 2.5: What is the process for students raising a complaint about how they were treated following a critical incident?		
Institution	Self-review rating	Good Practice
Australian College of Nursing (ACN)		<p><i>Processes for students for raising a complaint.</i></p> <ul style="list-style-type: none"> <li>Manager logs complaint on register, advises committee and actioned, unresolved in 5 days then escalated to CEO, team and evaluation reports, policies and procedures, Customer Relationship Management system; Complaints, Reviews, Appeals and Misconduct (CRAM) Framework, Feedback advisors, writes to the Director, complaint form, Complaints team, resolving complaints, Student Health and Student's Union outline processes for students to raise a complaint; external requirements and complaints processes</li> <li>Manager, Education Development logs complaints on 'Complaints Register', advises the Education Management Committee and the Manager is responsible for corrective action. If not resolved in 5 days, the issue is escalated to the CEO. There is a critical incident team and evaluation report (ACN)</li> <li>CQUniversity has a Student Feedback – Compliments and Complaints Policy and Procedure.</li> <li>All complaints, compliments and general feedback received will be entered into the University's Customer Relationship Management system, regardless of the avenue taken to lodge the complaint. The Customer Relationship Management system student feedback queue is only accessible by staff members designated by the Deputy Vice-Chancellor (Student Experience and Governance) (CQU)</li> <li>Student Ombudsman (CQU)</li> <li>Students can raise a verbal complaint with the Chief Support Services Officer or by email (Excelsia)</li> <li>Student complaints are handled in accordance with the Student Complaints and Grievances Policy and Procedure. Students are also advised of external appeal/complaint services. (MIT); Grievances, Complaints and Appeals Handling Policy (Murdoch Institute of Technology)</li> <li>Swinburne has a comprehensive Complaints, Reviews, Appeals and Misconduct (CRAM) Framework that aligns with the University's Review and Appeals Regulations. Complaints and feedback information for students is provided on the website and includes: <ul style="list-style-type: none"> <li>Escalation points</li> <li>Timeframes</li> <li>Advocacy options</li> <li>Application process</li> <li>Support options including for indigenous and international students and students who need interpreting and translation services.</li> </ul> </li> <li>Swinburne trains subject matter experts as Feedback Advisors. The advisors investigate the complaint and provide an outcome to the complainant. Feedback Advisor work</li> </ul>
Australian Institute of Higher Education (AIH)		
Australian Institute of Professional Counsellors		
CQUniversity (CQU)		
Excelsia College		
Holmesglen		
Kaplan Business School		
Melbourne Institute of Technology (MIT)		

Murdoch Institute of Technology		<p>instructions also include a requirement to determine if the issue is systemic and implement process improvements as appropriate. At a higher level, an annual report on all complaints, reviews and appeals is provided to Swinburne senior executive staff for their consideration and recommendations on managing repeat occurrences in areas of high risk</p> <ul style="list-style-type: none"> <li>• UV: By writing delivered to the director, with the respective data privacy and under the scheme that marks each procedure within its protocol (labor, gender equality, code of ethics, abuse, harassment, or sexual harassment)</li> <li>• We accept that there will be times when a more formal process of investigation may be necessary and so the University has a formal Complaints Procedure (Portsmouth) .</li> <li>• KBS has a Feedback Week, including any informal complaints to the Academic Director or Campus Manager (KBS)</li> </ul>
Swinburne University of Technology		
Universidad Veracruzana		
University of Portsmouth		
University of Waikato		
<ul style="list-style-type: none"> <li>• The academic year 2018/19 saw a 6% (9) decrease in complaints handled as Early Resolution Opportunities (EROs), the point at which the Complaints Team staff decide the progression of a complaint through the stages of the Complaints procedure, and a 33% (2) decrease in complaints investigated at the formal stage. These decreases can be contrasted with a sharp (20%) increase in cases referred to the OIA across all HEIs, suggesting that the University has received fewer, but resolved more, complaints than the remainder of the sector.</li> <li>• Waikato: University has policies in place to ensure that proper processes are used for student complaints. In addition, students have external avenues to raise a complaint. Student Health and Waikato Students' Union both have individual complaint policies in addition to the University's policy.</li> <li>• The following internal policies and external procedures clearly outline the processes for students to raise a complaint: Internal complaints processes - Student Complaints Procedures - Student Code of Conduct</li> <li>• External requirements and complaints processes - NZQA Student Complaints about an Education Provider - Universities New Zealand Complaints - iStudent Complaints for International Students - Human Rights Commission - WorkSafe - New Zealand Police</li> <li>• AIPC-The student grievance and appeals process in outline in the Student Handbook and clearly communicated to students upon enrolment.</li> </ul>		
<p><b>Under Development</b></p> <ul style="list-style-type: none"> <li>• Waikato: We are in the process of developing a web-based complaints process in the Student Management System which will guide students through the process and enable appropriate reporting. In addition, a complaints page on the University's website will be created which will provide plain language information on the complaint procedure and guidance on what to do when a student wishes to pursue a complaint. Although the current processes are adequate, there are some inconsistencies in the complaints procedure. There needs to be consistency in the outcome process and in how the recommendations are made</li> </ul>		

**KPM:3.1: What internal process is in place to support students who experience (or declare) poor mental health?**

Institution	Self-review rating	<p><b>Good Practice</b></p> <p><i>Internal processes for students who experience poor mental health. For example,</i></p> <ul style="list-style-type: none"> <li>• Course coordinator monitors student progress and refers to EAP, Counselling team, training for staff, tailored action plans for students, Health and Wellbeing Triage line to speak to a professional, H-Squad is a peer-to-peer student health ambassadors, Mental Health First Aid, Events such as RU OK? Day, Mental Health Week, Nutrition Week, Sexual assault and harassment can be strong contributor to mental health</li> <li>• Course coordinator monitors progress and outcomes for all students and referral to EAP or ACN's EAP (ACN)</li> <li>• CQUniversity has a Student Counselling team in place to provide free counselling and mental health support services for students. School of Access Education: The ALC team have completed training "Students in Distress" and are competent at communicating with students and assisting them with a referral to the Counselling team (CQU)</li> <li>• Trained clinical Counselling staff on campus during business hours (Excelsia)</li> <li>• Refer KPM1.3 for more information (MIT)</li> <li>• Student Services establishes tailored action plans to determine strategies to overcome barriers to student success. Study load management facilitate alternative enrolment options to students' dependent on personal situation, wellbeing and circumstances. (Murdoch Institute of Technology)</li> <li>• In the first instance, students can contact the Health and Wellbeing triage line who will identify the most appropriate professional for the student to speak with. Students may be assisted by: Doctor, Mental Health Nurse, Counsellor, Psychologist, Psychiatrist, Social Worker, Student Equity Adviser or Accessibility Adviser, International Student Adviser, depending on what their requirements are; The Student Residential Services Support team who provide support and referrals. to students residing on campus. This support is provided both during business hours as well as having dedicated resident advisors on campus after-hours; H.Squad: Peer-to-Peer student health ambassadors who harness the power of student voice to promote health and wellbeing at Swinburne. All staff at Swinburne, including administrative and teaching staff are able to complete Mental Health First Aid. Training in mental health first aid is also provided to students who are members of H.Squad. Swinburne runs on campus events such as RU OK? Day, Mental Health Week, Nutrition Week and the provision of peer support. H.Squad offers basic intervention and alerts health professionals to request follow up. Estimated reach of the H.Squad activities in 2019 was 6,300 students.</li> <li>• Respect.Now.Always Sexual assault and harassment can be a strong contributor to mental health issues. The Respect.Now.Always campaign is a Universities Australia initiative and forms part of Swinburne's broader strategies for preventing sexual assault and sexual harassment.</li> <li>• KBS has learning plans for students, which include collaboration with Student Counsellors face-to-face or online</li> </ul>
Australian College of Nursing (ACN)		
Australian Institute of Higher Education (AIH)		
Australian Institute of Professional Counsellors		
CQUniversity (CQU)		
Excelsia College		
Holmesglen		
Kaplan Business School		
Melbourne Institute of Technology (MIT)		
Murdoch Institute of Technology		
Swinburne University of Technology		
Universidad Veracruzana		
University of Portsmouth		
University of Waikato		
<ul style="list-style-type: none"> <li>• Processes for substance abuse, external organisation provides an Alcohol and Drug Youth Support Clinician, support for depression and addiction problems also from Poza Rica Special Education and Training Center, University application form, which is picked up by the Additional Support and Disability Advice Centre where assessments are undertaken, Student Crisis Hotline (24/7) and referral pathway, Apprentice Support Team to support apprentices on campus</li> <li>• Substance Abuse: Swinburne partners with an external organisation for the provision of an Alcohol and Drug Youth Support</li> </ul>		

<p>Clinician who provides on-campus counselling. The clinician fosters recovery by providing support to reduce the harms of alcohol, medication and other drug use.</p> <ul style="list-style-type: none"> <li>• UV: Cenduih and psychological support is requested from the health jurisdiction that deals with depression and addiction problems and on occasions we have had the valuable support of the Poza Rica Special Education and Training Center (CEEPPOR)</li> <li>• Students can declare a disability and mental health condition on their University application form. This is then picked up by the Additional Support and Disability Advice Centre (ASDAC) who proactively make contact with the student before they arrive. An assessment of need is undertaken with outcomes including reasonable adjustments, academic mentoring and/or specialist tuition put in place to support the student. (Portsmouth)</li> <li>• Waikato: The University has an internal process in place when students declare poor mental health, including a Student Crisis Hotline which is staffed 24 hours a day, seven days a week. The University has a documented referral pathway for students identified as of concern. This pathway is published and available for all staff.</li> <li>• Holmesglen: Additionally we have a dedicated Apprentice Support Team, who come from trade backgrounds and/or have been a trade teacher, to support apprentices on campus. The team are not registered counsellors, however because of their previous experience they assist by breaking down barriers and the stigma of mental health, especially for male apprentices, in seeking support. During COVID-19, the team has experienced a 23% increase in financial assistance required against 2019, along with an increase of 48% relating to employment issues. Overall there are more apprentices seeking mental health support around anxiety and stress, an increase of 11.5% this year compared to last year, 2019. So far this year, of the total number of apprentices seeking support, 8% have been referred on to the Student Wellbeing team and to the dedicated counsellor the Institute has placed in Apprentice Central.</li> </ul>
<p><b>Under Development</b></p> <ul style="list-style-type: none"> <li>• Waikato: We recognise that we have a strong and wide range of services on offer but we are planning greater ease of access for students to the services and information that they need, including from external providers</li> <li>• This is an area that could be approved upon in regard to our strategies that are in place. It is an assumed service that occurs on a needs basis (AIPC)</li> </ul>

KPM: 3.2: What strategies are in place either directly or with third party providers to support students' mental health? How effective are they? Which of these is the most effective?		
Institution	Self-review rating	Good Practice
Australian College of Nursing (ACN)		<p><i>External support services on student webpage; Wellness Centre Rockhampton using Positive Psychology; Study Melbourne, Beyond Blue, White Ribbon, CATT Team, Headspace; Mental Health Assessment Template; Sonder works with MIT processes; Family violence specialists service; legal and financial services, Sonder, Lifeworks</i></p> <ul style="list-style-type: none"> <li>• External support services are listed on student support webpage (ACN)</li> <li>• Wellness Centre Rockhampton – the Student Counselling and Wellbeing team refer students to the Wellness Centre (CQU)</li> <li>• A specific unit has been included in the STEPS Course curriculum, Positive Learning for University to support students identified as benefitting from educational strategies based on the concept of Positive Psychology. Positive Learning for University has very favourable student evaluations, both through the formal evaluation channel and via unsolicited reflections from students who attribute an improvement in their mental wellbeing to the content and delivery of this specific unit. (CQU)</li> <li>• Counsellors can conduct consultations with students or refer them to external providers. Students tend to trust internal mental health practitioners so this method is more effective in treating students with mental health conditions. (Excelsia)</li> <li>• Origin - Study Melbourne - BeyondBlue - White Ribbon - CATT Team - Headspace - YSAS Students are referred to external services for support – counsellors guide students through how to engage with the service and support students through and during the process Assessment of student mental health Students are assessed by a counsellor using the Mental Health Assessment template Care Plan Implementation When a student is deemed as 'at risk' they are placed on a care plan and monitored by counsellors. A confidential record is updated in regard to the progress and contact we have with these students. (MIT)</li> <li>• The objective of these Agreed Protocols is to provide a simple and transparent guide for</li> </ul>
Australian Institute of Higher Education (AIH)		
Australian Institute of Professional Counsellors		
CQUUniversity (CQU)		
Excelsia College		
Holmesglen		

Kaplan Business School		<p>the actions to be taken by Sonder when managing critical and non-critical situations involving Sonder Essentials members with a known association with Kaplan MIT. These protocols are the result of an integration review, where Sonder has sought to understand MIT processes and how Sonder can best support them. (Murdoch Institute of Technology)</p> <ul style="list-style-type: none"> <li>• Swinburne draws on and/or partners with the following types of external health services: <ul style="list-style-type: none"> <li>• Pathology clinic (rotating staff supplied);</li> <li>• Psychiatry;</li> <li>• Psychology;</li> <li>• Counselling;</li> <li>• Alcohol and Other Drug Support: Access Health and Community - clinician provided On-campus;</li> <li>• Sexual Assault: ECASA trauma clinician - Free and confidential counselling and support is available for people who have experienced sexual assault or sexual harassment, recently or in the past;</li> <li>• Family Violence: EDVOS specialist family violence service – Provides a wide range of services available including developing a safety plan so students can remain in their own home, helping them to find a safe place to stay, helping them support their children (keep them safe and prioritise their wellbeing), and contact support services such as legal and financial.</li> </ul> </li> <li>• KBS has external sources such as Lifeworks, Headspace, Beyond Blue and Sonder</li> </ul>
Melbourne Institute of Technology (MIT)		
Murdoch Institute of Technology		
Swinburne University of Technology		
Universidad Veracruzana		
University of Portsmouth		
University of Waikato		

*Effective measures include confidential records; monthly reports on mental health consultations; number of calls to crisis line are monitored and followed up daily; Wellbeing@Swin Triage line; referral rights with secondary mental health services; consultant psychiatrist; assessment clinics; relationship with Student Health and District Health Board; Bay Counselling*

- A confidential record is updated in regard to the progress and contact we have with these students. (MIT)
- Monthly reports of the number of mental health consultations (de-identified) compared with the same period in the previous year. are compiled and sent to the Vice President, Students & Alumni and includes information on how many students have been seen and present with risk factors such as depression, anxiety, suicidal ideation. • Monthly figures cover on campus and online students. • Reports show how delivery took place. (e.g. Telephone consult or video, face to face.) • Variations in the data are monitored over time, and proposed strategies consulted on and implemented if and as needed. • The number of calls to our crisis line are monitored and followed up daily
- The most effective mental health service at Swinburne is the Wellbeing@Swin triage line. All staff working on the triage line have a medical background. When students who are experiencing mental health concerns contact the university, the triage line identifies the most appropriate professional to assist the student and can make an appointment for the student to meet with them directly
- Student Wellbeing Service (SWS) has referral rights directly into secondary mental health services in relation to routine and crisis situations. They also employ a Consultant Psychiatrist who works in the team completing formal assessments with diagnosis and liaises with General Practitioners and secondary care services. This is especially effective as it reduces the time to make the referral and for students to receive the right level of care at the right time. It also reduces the number of assessments the student is subject to (Portsmouth)
- The local primary care psychological therapy services run assessment clinics from within the SWS. This reduces waiting times and eases the transition from short term counselling provision to longer term therapy for students.
- Waikato: The University provides free, onsite mental health care for students at the Hamilton campus. The campus-based general practitioners, mental health nurses or counsellors can refer students to third party services as a Primary Healthcare Organisation. Referrals for counselling are made to Bay Counselling who the University has a relationship with to support Tauranga students
- All Student Wellbeing, Apprentice Support, Learning Skills Centre, Library and teaching staff support is currently provided online using Webex, telephone and email in line with Victorian Government advice (Holmesglen)

#### **Under Development**

- The effectiveness has yet to be evaluated (ACN)
- Some work has been done between CQUniversity and Headspace to potentially establish an MOU and work in collaboration, bringing Headspace staff onto campus to provide external psychological services to students. Nothing concrete in place at this stage.
- Waikato: The University is resourced to offer a large quantum of mental health services to students. During Covid-19, these services remained available to students, albeit by distance and by video and phone consults. This was deemed an effective way to operate in some instances and this virtual and phone consultation service is planned to continue
- AIPC: This is an area currently under review and re-development



**KPM:3.3: What are the active ways of working with students to design and deliver quality enhancement activities that support student mental health?**

Institution	Self-review rating	
Australian College of Nursing (ACN)		<ul style="list-style-type: none"> <li>● <b>Good Practice</b></li> <li>● <i>Mind Waves is co-designed effort with staff and students on developing a mental health strategy; Student Representative Council; webinars, face-to-face workshops; Student Liaison Committee; Swinburne Student Self-Assessment Survey; podcast on Mental Health; psychology students do their placements/service; Students Union runs Mental Health events; Student Ambassadors plan and run events, DoNut Stress Week</i></li> <li>● International Student Health Promotion strongly focuses on student co-collaboration and evaluation to ensure health and wellbeing initiatives accurately meet students' needs. (CQU)</li> <li>● Students contributed to the development of Mind Waves, CQUniversity's staff and student mental health strategy. This co-designing effort has resulted in a strategy that directly addresses the needs and wants of students in the mental health promotion space.</li> <li>● Student Representative Council ongoing meetings with the Chief Academic Officer and Chief Student Services Officer. (Excelsia)</li> <li>● Webinars Students have access to webinars run by counsellors with topics including – Stages of change, procrastination, bullying etc. MIT Sporting events With an emphasis on social and physical wellbeing, students have the opportunity to play basketball/cricket with other MIT students and the wider community Workshops Face to face workshops are organized with a wide range of topics including - budgeting - lifestyle balance - procrastination - physical health - healthy eating - stages in change Careers services - Direct referral to graduation employment - Online engagement and interaction with career hub - MIT mentoring program - Industry stakeholder engagement sessions - Online careers/engagement workshops Students are consulted and engaged through Student Representatives on committees such as the Student Experience Committee. (MIT)</li> <li>● Student Council and Student Liaison Subcommittee (Murdoch Institute of Technology)</li> <li>● The Swinburne Student Self-Assessment Survey (SSSAS) provides students with personalized feedback, links to supports, as well as self-help resources that can help them improve the way they learn, their well-being, their employability and their overall student experience.</li> <li>● A guide for students is available on the website on how to talk about mental health and podcasts such as 'The Things I've Thought' – a 5-episode podcast series with a mental health focus. Topics covered include substance abuse; homelessness; domestic violence; anxiety and eating disorders. This series has been well received. 682 students listened to these podcasts in the 10-week period between 21 April and 30 June. There were 161 page visits from 1 April 2020 to 30 June 2020.</li> <li>● UV: We have had activities organized by psychology students who carry out their Social Service at the Faculty.</li> <li>● Students' Union to run a number of campaigns throughout the academic year that support mental health. Such campaigns include Mental Health Awareness Week, World Mental Health Day and the Feel-Good Fest. The Res Life team is enhanced by Res Life Assistants who are usually final year or Postgraduate students. They live in Halls and support students with the transition from home to settling in to life at University. (Portsmouth)</li> <li>● KBS has events such as RUOK Day, DoNut Stress week before exams, Student Ambassadors are champions and support planning &amp; development of events</li> </ul>
Australian Institute of Higher Education (AIH)		
Australian Institute of Professional Counsellors		
CQUniversity (CQU)		
Excelsia College		
Holmesglen		
Kaplan Business School		
Melbourne Institute of Technology (MIT)		
Murdoch Institute of Technology		
Swinburne University of Technology		
Universidad Veracruzana		
University of Portsmouth		
University of Waikato		

*Student Wellbeing Society works with Wellbeing Advisors to run weekly Wellbeing Cafe; Student Wellness Ambassadors; Student Health Service has a Student Advisory Group; student membership on academic committee; internship roles to support delivery of activities for student participation; Student Association Representatives provide insight into the design and delivery of activities that support mental health*

- The Student Wellbeing Society works with the Wellbeing Advisors to run the weekly Wellbeing Cafe. (Portsmouth)
- Waikato: Student Health Service has recently established a Student Advisory Group as a way of working with students to improve the services provided.
- Student Wellness Ambassadors are student volunteers who work with the Wellbeing Hub coordinator to provide events, activities and support the wellbeing of students across campus through engaging social media content.
- The University recognises the Waikato Students' Union (WSU) as the overarching representative of University students, and as a key partner in the provision of services and facilities to those students. WSU's role is to be the direct representatives of students' voices at the University of Waikato and they provide a range of pastoral and academic support services to students.
- AIPC Current student membership on the HEB provides feedback into policy development and review.
- Holmesglen: In addition to these, students have assisted the Holmesglen Recreation team through internship roles where

students work will Holmesglen to assist in the design and delivery of activities for student participation. The Student Association representatives through their various activities and student contacts, also provide insight that assists in the design and delivery of quality enhancement activities that support student mental health.

**Under Development**

- Nothing in place at this time (ACN). Areas for enhancement: Student involvement in activities to support mental health.
- Future initiative: A leadership programme led by Student Health for the Halls of Residence Student Assistants (RAs) is planned (Waikato)

**KPM:3.4: What educational resources are provided for students to promote mental health? How effective are they? Which of these is the most effective?**

Institution	Self-review rating	Good Practice
Australian College of Nursing (ACN)		<p><b>Good Practice</b></p> <p><i>Educational resources include: Student Wellbeing hub; Get Optimistic about Learning Program; Blogs, University Mental Health Day, RU OK Day, Wear it Purple, Webinar Series, Online modules, Psycho-Educational workshops; Healthy eating webinars; Partnership with Bupa, Student Council and Murdoch Fitness; Study and Learning resources and Academic Development Advisors; TRANSVERSA program; new online Learning Well course</i></p> <ul style="list-style-type: none"> <li>• Within the student portal, the mental wellbeing hub provides students with information and resources about counselling, Respect.Now.Always, Get Optimistic about Learning program, mental health services information, wellbeing blog posts, University Mental Health day, RU OK Day, Wear it Purple Day, Webinar series (CQU)</li> <li>• Online modules promoting good mental health and external practitioners, printed material at the Student Support Centre (Excelsia)</li> <li>• Psycho-educational workshops We regularly run workshops designed to educate students about a plethora of topics designed to help students learn more about a particular area such as - Wellbeing - physical health - lifestyle balance - procrastination - healthy eating Webinars Students have access to the delivery of real-time content via ZOOM, with opportunities to connect with the learning group and facilitator of the session (MIT)</li> <li>• The College uses all available media platforms to achieve this and also utilise the Moodle calendar. The calendar contains on campus event offerings from our health partner Bupa, MIT student Council and Murdoch Fitness. Effectiveness still need to be measured via feedback and progression rates (Murdoch Institute of Technology)</li> <li>• A range of Study and Learning Support resources that include strategies to support good mental health • Academic Development Advisors are available to help students to get their study back on track which in turn helps students with reducing anxiety (Swinburne)</li> <li>• TRANSVERSA program, actions of this type have been undertaken, but they are not permanent. The Transversa Program, born in November 2013, aspires to incorporate, under a systemic and complex vision, the transversal themes: interculturality, gender, sustainability, internationalization, inclusion, health promotion, human rights and justice, and art-creativity, in the functions of the Universidad Veracruzana (UV)</li> <li>• Our focus for both new and returning students this year is to encourage them to do our new online Learning Well course. This is based on our Learning Well framework and guides students in developing their own personalised wellbeing and support plan. The central aspect of this is encouraging students to develop supportive connections with each other as well as with the University staff and services. The course includes an introduction to the Student Charter, which includes considering the nature of the principle of Respect - noticing and respecting your own and others' needs, choices and values (Portsmouth).</li> </ul>
Australian Institute of Higher Education (AIH)		
Australian Institute of Professional Counsellors		
CQUniversity (CQU)		
Excelsia College		
Holmesglen		
Kaplan Business School		
Melbourne Institute of Technology (MIT)		
Murdoch Institute of Technology		
Swinburne University of Technology		
Universidad Veracruzana		
University of Portsmouth		
University of Waikato		

*Educational resources include: Online information on mental health support, campus service provided by registered nurses who specialise in mental health; Violence prevention coordinator; online course on Consent Matters; 1737 Need to Talk? Just a Thought-online training course on coping with stress; outreach program in secondary schools to year 13 students to talk about self-care and wellbeing; Student*

*Portal; Healthline; library resources and videos; mental health video in 4 languages; Apps and Student Safety and Wellness Model*

- Waikato: Dedicated information online regarding:
  - Mental Health Support: a campus-based service provided by Registered Nurses who specialise in mental health.
  - Student Counselling Services: on site counsellors on the Hamilton campus. On the Tauranga campus, this service is provided by Bay Counselling.
  - Violence Prevention: a dedicated Violence Prevention Coordinator is appointed by the university. Students can make appointments to see this person to speak about a range of different matters.
  - General Health information is available online and includes information about depression and anxiety.
  - The University also advocates for a number of courses and services for students, including: - Consent Matters: an online course to help students understand what consent is, and what their rights and responsibilities are. The course is available to all students and it is strongly encouraged for students living in the Halls of Residence. - Responding to Disclosures of Sexual Violence
  - An online course to support staff and student to handle disclosures of sexual violence.
  - '1737 Need to Talk?' is promoted to students, which is a text/telephone-based counselling service
  - 'Just a Thought' is an online training course that helps people learn how to cope with stress and worry.
  - Student Health runs outreach programmes in secondary schools to year 13 students to talk about selfcare, wellbeing and transitioning through life. This aims to start the education process before students reach University.
  - The Student Portal provides links to Student Support and Student Health Services. Information provided includes: - Student Health Service: Hauora Ākonga. Phone consultations are offered for students wherever possible. - The Mental Health Services. - The contact details for Healthline (a telephone-based health advice service provided by New Zealand's Ministry of Health)
- Holmesglen: Educational resources provided to students to promote mental health include: ● Library curated health and wellbeing resources ● Student Wellbeing curated resources on wellbeing and safety information for students ● Library curated safety hub videos including videos such as Working from home essentials which includes information on safety, security, and mental health, and other videos categorised under COVID-19 Management and Personal Protection ● Mental health video available in 4 languages on the Brightspace (LMS)
- Headspace App, KBS Student Safety and Wellness Model (KBS)

**Under Development**

- Nothing in place at this time (ACN)
- Counselling and Wellbeing - it's challenging to get student uptake for these types of initiatives. Often students are very eager for individual counselling support and are less likely to engage in webinars related to self-care/wellbeing topics. (CQU)
- Learning Well is a new initiative that is being expanded from a smaller scale research project which has shown good results regarding engagement and outcomes but is still ongoing (Portsmouth).
- AIPC Currently in re-development. Students will be provided with access to learning material and workshops to promote mental health.

# Self-Assessment: Institutional Good Practice, Improvement and Further Development

<b>Benchmarking Theme 1: Academic Advising</b>	
<b>Institution</b>	<b>Good Practice, Improvement and Further Development</b>
Australian College of Nursing	<p><b>Areas of Good Practice</b></p> <ul style="list-style-type: none"> <li>• Course and subject reports presented regularly Grade distribution and attrition data are collected regularly</li> <li>• Participation in the national SES, internal report on results presented to academic council</li> </ul> <p><b>Areas for Improvement</b></p> <ul style="list-style-type: none"> <li>• Need for more targeted evaluation to see if quality improvement for courses and academic governance are effective as SES is dependent upon respondents and cohort size</li> </ul> <p><b>Areas for Further Development</b></p> <ul style="list-style-type: none"> <li>• Student input on Academic council. Opportunities for implementing student coaching</li> </ul>
Australian Institute of Higher Education	Not submitted
Australian Institute of Professional Counsellors	<p><b>Areas of Good Practice</b></p> <ul style="list-style-type: none"> <li>• The Academic Coach and CoachConnect service allow at-risk and additional needs students to access needed support services. The program assists with academic processes and referrals as needed. Works with both the student and the lecturers.</li> </ul> <p><b>Areas for Improvement</b></p> <ul style="list-style-type: none"> <li>• As the programs grow and more data is collected, additional services will be required. Important to consider the impact of all areas on a student's success</li> </ul> <p><b>Areas for Further Development</b></p> <ul style="list-style-type: none"> <li>• Student success is multifaceted - the role of the academic coach will need to acknowledge this or will need to ensure that this is addressed in other areas of the programs.</li> </ul>
Asia Pacific International College	<p><b>Areas of Good Practice</b></p> <ul style="list-style-type: none"> <li>• Our current methods of academic support are in-line with best practice, e.g. high-quality online resources, diverse and individualised support and in-class workshops tailored to specific units and assessments. Our regular and structured communications to students and staff have been effective. We receive recognition and support from upper management, the Learning and Teaching Committee and Academic Board.</li> </ul> <p><b>Areas for Improvement</b></p> <ul style="list-style-type: none"> <li>• We'd like to more closely link our activities to APIC's digital learning strategy and retention strategy to further enhance student outcomes. It would be useful for the SLS team to undertake further training on inclusive practice, such as supporting students with learning difficulties. The response rate from students and staff surveys could be improved.</li> </ul> <p><b>Areas for Further Development</b></p>

	<ul style="list-style-type: none"> <li>• A key priority for 2020-2021 is to develop and refine embedded academic support in first year and 'problematic' units, in line with evidence-based best practice</li> </ul>
CQUniversity	<p><b>Areas of Good Practice</b></p> <ul style="list-style-type: none"> <li>• Student “coaching” programs, i.e., Student Mentor Program, Student Leadership Program, Peer Assisted Study Sessions, Student Leadership Conference</li> <li>• Value on inclusiveness - Equity Policy; Student Participation, Retention and Success Strategy; Access and Equity Strategy and equity funding; outstanding ratings for Social Equity and Student Support in national Good Universities Guide; Mind Waves - CQUniversity Mental Health Strategy; Ally Network; staff training (both optional and mandatory) that addresses ethical, culturally responsive and inclusive practices</li> <li>• School of Access Education: Embedding LSES Undergraduate Literacy Initiative. This initiative has increased the ALC’s reach and is being run by HEPPP funds for international students. It was first trialed in 2016 and in 2017 enabled the team to double the number of services offered to students. Refinement over time has resulted in this being accepted as a collaboration by 15 units each term in 2020.</li> <li>• The ALC internal support service and externally provided Studiosity complement one another in that together, they provide an all-day service to students seeking assistance with the academic requirements of their study.</li> <li>• CQUniversity is developing a foundation unit for first year Bachelor students titled Introduction to Study and Professional Practice. This unit will support students to identify and develop core professional practices and skills required by all graduates to succeed in the future world of work. Through this unit, students will be introduced to CQUniversity support services requiring them to engage with personal and study management strategies. They will learn about core foundation disciplines; develop study, organisational and planning skills; and learn about their strengths and weaknesses. The unit also serves as a prelude to the Introduction to Professional Practice/Experience which will be offered in the second year of the bachelor’s degrees. This unit will enable students to engage in real-world experience that contextualises their learning, through an internship, study tour or social innovation project.</li> </ul> <p><b>Areas for Improvement</b></p> <ul style="list-style-type: none"> <li>• School of Access Education - more effective promotion of the Academic Learning Centre, and enhancement of processes such as the appointment schedule which is currently very manual.</li> <li>• Better distribution and promotion of survey data to support the review and improvement of services to students - identified as a result of gathering data for this self-review.</li> <li>• Gap in funding for support services for VET students, and those not funded under Student Services and Amenities Fee funding.</li> </ul> <p><b>Areas for Further Development</b></p> <ul style="list-style-type: none"> <li>• School of Access Education - improved use of current resources.</li> <li>• Use of learning analytics and student feedback to inform and improve learning and teaching practice, as well as student support services and student outcomes.</li> </ul>
Kaplan Business School	See Theme 3

Melbourne Institute of Technology	<p><b>Areas of Good Practice</b></p> <ul style="list-style-type: none"> <li>Follow up of at-risk students through InSPIRE, Formative Assessment referrals, Referrals from Counsellors, Library, Lecturers, Heads of School, among others Monitoring of Peer Mentoring program - each session is attended by one of the Peer Mentoring Coordinators</li> </ul> <p><b>Areas for Improvement</b></p> <ul style="list-style-type: none"> <li>Development of an Online Portal for Peer Mentoring. This will streamline access to the Peer Mentoring program and ensure even greater tracking of student improvement results</li> </ul> <p><b>Areas for Further Development</b></p> <ul style="list-style-type: none"> <li>Complete online integration of all support services, so there is one point of contact for student requests for assistance</li> </ul>
University of Manchester	<p><b>Areas of Good Practice</b></p> <ul style="list-style-type: none"> <li>A clear institutional Policy, supported by a clear Model (Discuss, Prioritise, Implement, Reflect)</li> <li>Training that appears to be generally well-received, both face to-face and online, as evidenced through internal survey data (August 2020).</li> <li>Practical resources for Advisors available to all staff via an online Toolkit</li> <li>A degree of flexibility in terms of implementation, reflecting diverse contexts and cohorts within a large institution</li> </ul> <p><b>Areas for Improvement</b></p> <ul style="list-style-type: none"> <li>Clearer processes for monitoring and review are required, leading to a cycle of improvement.</li> <li>Identification and collection of data to enable evaluation of Academic Advising.</li> <li>Understanding of issues around equality and diversity, and how the advising relationship can help. This occurs in some places locally but should be developed at institutional level.</li> <li>Communication. Senior Advisors would like clear linkages with centralised comms and resources e.g. from Student Support and Wellbeing so that their messaging to students can be aligned and efficiencies realised. A Yammer Group to support Academic Advisors has recently been set up but is very little used at present. Quarterly meetings of the Senior Advisors' Network offer an opportunity for more sharing of issues and solutions</li> </ul> <p><b>Areas for Further Development</b></p> <ul style="list-style-type: none"> <li>Resources for students about the advising relationship and being an advisee (to be developed in partnership with students)</li> <li>Strengthening the 'academic development' strand of the advising relationship in order to maximize student success.</li> </ul>
Universidad Técnica del Norte: Ecuador	Not submitted
Universidad del Norte: Colombia	<p><b>Areas of Good Practice</b></p> <ul style="list-style-type: none"> <li>Own budget, financed by the institution, to provide all its services at no cost.</li> <li>Organizational structure focused on the specific needs of students that offers a wide range of services for all students.</li> <li>Personalized services for students on vulnerable academic situation (low performance, probation, recovery), and recently personalized and integrated services for diversity population,</li> </ul>

	<p>that are part of the “special attention route for diversity” designed by the Institutional Inclusion and Diversity Committee.</p> <ul style="list-style-type: none"> <li>• Unit specialized in the collection and analysis of academic information: CREE’s attendance, retention, graduation, academic performance of the entire student population and of specific populations.</li> </ul> <p><b>Areas for Improvement</b></p> <ul style="list-style-type: none"> <li>• Monitoring the work of tutors to ensure the quality of their work sessions with students.</li> <li>• Implement CREE’s assessment plan to determine the effectiveness of its services.</li> <li>• Certification on coaching to formally offer these kind of services.</li> </ul> <p><b>Areas for Further Development</b></p> <ul style="list-style-type: none"> <li>• Closer collaboration with teachers, colleagues, and other support areas to provide a comprehensive service.</li> <li>• Socialization of the analysis of academic indicators and the studies carried out by the CREE to serve in the decision-making processes of the unit and the entire institution.</li> <li>• Reorganization of the Retention Committee and its way of working so that, led by the CREE, it establishes institutional and integrated retention plans.</li> </ul>
<p>Universidad Veracruzana: Mexico</p>	<p><b>Areas of Good Practice</b></p> <ul style="list-style-type: none"> <li>• The institutional structure and the support areas that the Institution has for the comprehensive training of students.</li> <li>• The technological tools and infrastructure available for academic advice in face-to-face and online modalities</li> </ul> <p><b>Areas for Improvement</b></p> <ul style="list-style-type: none"> <li>• Distribute or bring comprehensive training services to all regions of the Universidad Veracruzana.</li> <li>• Update the information regarding the evaluations carried out from the SIT since only those of 2012 appear.</li> <li>• Use the results of the evaluations to make decisions that allow the improvement of the tutorial activity.</li> <li>• Offer psycho-pedagogical support programs in each academic entity.</li> <li>• Design and development of a quality assurance system that allows identifying the areas that require continuous improvement processes</li> </ul> <p><b>Areas for Further Development</b></p> <ul style="list-style-type: none"> <li>• Tutoring sessions are limited and simple. Effective training is required for the tutors and a greater boost to this activity.</li> <li>• Reinforce the activities carried out by the coordination of tutorials in academic entities</li> <li>• Implement a tutoring control system, where not only the tutor's attendance is recorded, but also the student's feedback</li> </ul>
<p>University of Portsmouth</p>	<p><b>Areas of Good Practice</b></p> <ul style="list-style-type: none"> <li>• University-wide online tutoring and tutor training platforms introduced as part of the RARA project.</li> </ul> <p><b>Areas for Improvement</b></p> <ul style="list-style-type: none"> <li>• Formal quality assurance pathways to evaluate impact and effectiveness of personal tutoring.</li> </ul> <p><b>Areas for Further Development</b></p>

	<ul style="list-style-type: none"> <li>To introduce explicit use of the term 'personal tutoring' in the University delivery plans and other strategic documents</li> </ul>
University of Waikato	<p><b>Areas of Good Practice</b></p> <ul style="list-style-type: none"> <li>The University of Waikato offers a strong range of student learning support services for our cohorts of Māori, Pacific and International students. Access to information about these services is easily accessible through targeted webpages for these cohorts</li> </ul> <p><b>Areas for Improvement</b></p> <ul style="list-style-type: none"> <li>Ensuring our breadth of student learning support services are appropriate and cohesive. We aim to have a strong range of services to support the academic and learning needs of all students - not just Māori, Pacific and international students.</li> </ul> <p><b>Areas for Further Development</b></p> <ul style="list-style-type: none"> <li>The University is seeking to implement a Student Success Advising model. We envisage a model where new undergraduate students will be allocated a Success Advisor who will interact with them over their first year of study. Where students have been identified through our learner success dashboard, or referred as 'at-risk', the Success Advisor will intervene and actively monitor their progress. Utilising the dashboard will enable us to provide early, proactive and personalised support for many first-year undergraduate students. The aim is to improve the student experience, retention rates, and the academic success of all first-year undergraduate students, but especially Māori and Pacific students given the educational and other socio-economic disparities that still exist for these groups in New Zealand.</li> </ul>

**Benchmarking Theme 2: First Year Transition and Support**

<b>Institution</b>	<b>Good Practice, Improvement and Further Development</b>
Australian Institute of Higher Education	Not submitted
Australian Institute of Professional Counsellors	<p><b>Areas of Good Practice</b></p> <ul style="list-style-type: none"> <li>Robust policy and procedures in regard to student support</li> </ul> <p><b>Areas for Improvement</b></p> <ul style="list-style-type: none"> <li>Student mentors</li> </ul> <p><b>Areas for Further Development</b></p> <ul style="list-style-type: none"> <li>Mentor of students by peers</li> </ul>
CQUniversity	<p><b>Areas of Good Practice</b></p> <ul style="list-style-type: none"> <li>Student Participation, Retention, and Success Guiding Principles and Strategic Directions (2019 – 2023) – an institutional retention plan which outlines the pillars of retention at CQUniversity, based on an evidence-based framework, and provides a structure for the design, planning and implementation of retention measures across the university. Successfully achieving the objectives identified in this plan requires a holistic and inclusive</li> </ul>



	<p>approach involving all levels of staff and students. Implementation is overseen by the Education Strategy and Innovation Committee, which carries responsibility for student retention within its Terms of Reference.</p> <ul style="list-style-type: none"> <li>• School of Access Education: the offering of Academic Learning Centre (ALC) services, complemented by the availability of Studiosity, provides 24/7 support to students seeking academic learning assistance.</li> <li>• Start Uni Now (SUN) is a CQUniversity initiative that provides students in Year 10, 11 and 12 a real university experience by combining their school study with the challenge of university level study. Students can choose from a range of units from CQUniversity's degree courses that will give them an authentic insight into university life and get them started early on achieving their career aspirations. After successfully completing study in the SUN program, students may be eligible for direct entry into their course and credit towards their degree.</li> <li>• Range of programs for commencing students supporting development of academic and technical skills - Skills for Success workshop; Embedding LSES Undergraduate Literacy Initiative; Academic Learning Centre resources; ALC generic skills workshop sessions available via the ALC Moodle site; Orientation activities; CQUniversity provides English language units for international and local students; Essentials for Success (a free six-week course for international students). Complemented by peer support programs such as the Student Mentor Program, Student Leadership Program, and Peer Assisted Study Sessions.</li> </ul> <p><b>Areas for Improvement</b></p> <ul style="list-style-type: none"> <li>• Measuring the effectiveness of retention activities.</li> <li>• Better integration of academic, social and professional services to address retention.</li> <li>• Better distribution and promotion of survey data to support the review and improvement of services to students.</li> </ul> <p><b>Areas for Further Development</b></p> <ul style="list-style-type: none"> <li>• Programs to support students engaging with the professions and industry in their first year of study.</li> <li>• Working with students to design and deliver quality enhancement activities that support retention.</li> </ul>
Kaplan Business School	<p><b>Areas of Good Practice</b></p> <ul style="list-style-type: none"> <li>• There is no example more emblematic of this integration than KBS's response to COVID-19 which resulted in the highest-ever rate of student retention. This involved the crafting of a comprehensive financial support package which necessitated: (i) the Student Experience team to identify the extent to which international students were affected; (ii) the Finance team to fund it; (iii) the Operations team to implement it; (iv) the Marketing team to promote it; and (v) the Student Recruitment team to inform the education agents. This financial package was completed by an academic support package which necessitated: (i) the Academic team to design and implement the intervention measures; and (ii) the Governance team to make them possible via a new Temporary Measures Policy. As a result, KBS became one of four finalists in the International Education category at the AFR Higher Education Awards – the only non-University to be shortlisted.</li> </ul>

<p>Melbourne Institute of Technology</p>	<p><b>Areas of Good Practice</b></p> <ul style="list-style-type: none"> <li>Tailored support services for existing cohorts. Evidence based 'institute wide' approach to supporting students</li> </ul> <p><b>Areas for Improvement</b></p> <ul style="list-style-type: none"> <li>Attendance levels for extracurricular events and activities. Improving student's active engagement in support referrals</li> </ul> <p><b>Areas for Further Development</b></p> <ul style="list-style-type: none"> <li>Continue to explore opportunities to increase students sense of belonging and engagement at all levels. Improve reporting capability to intervene at the earliest point for students who would benefit from assistance with the transition process</li> </ul>
<p>Swinburne University of Technology</p>	<p><b>Areas of Good Practice</b></p> <ul style="list-style-type: none"> <li>KPM1.3: services and information are disseminated to student with respect to key milestones during their first year of study.</li> <li>KPM2.1: programmes are in pace to support students' academic and technical skills in their first year of study</li> <li>KPM2.2: programmes are in place to support students engaging with the professions and industry in their first year of study</li> <li>KPM2.3: peer support programs are in place to support students in their first year of study</li> <li>KPM3.1: strategies are in pace to address student attrition</li> </ul> <p><b>Areas for Improvement</b></p> <ul style="list-style-type: none"> <li>KPM1.1 Identified opportunities: some Departments have first year coordinators, but this is not standard across all areas. We aim to implement first year coordinators, to ensure a greater focus on successful student transition.</li> <li>KPM1.4: Identified opportunities: consistent data collection for each program, and the capability to correlate engagement between programs to understand program impact.</li> <li>KPM3.2: Identified opportunities: there are further opportunities to enhance the integration of academic, social and professional services in the coordination and delivery of new initiatives intended to support student retention.</li> <li>KPM3.3: Identified opportunities: there are further opportunities to engage students more deeply with program development and continuous improvement by having a true 'students as partners' model</li> </ul>
<p>Universidad Veracruzana</p>	<p><b>Areas of Good Practice</b></p> <ul style="list-style-type: none"> <li>Induction program "Know your University"</li> <li>The diagnosis applied by the AFBG</li> <li>The "I choose to be UV" methodology, as well as the information it contains</li> </ul> <p><b>Areas for Improvement</b></p> <ul style="list-style-type: none"> <li>Update institutional website</li> <li>Implement retention programs and evaluate the impact</li> <li>Monitor the first year of transition through personalized advice and tutoring.</li> </ul> <p><b>Areas for Further Development</b></p> <ul style="list-style-type: none"> <li>Monitor and evaluate the effectiveness of the induction program "Know your University"</li> <li>Apply diagnoses for a greater number of Educational Experiences</li> <li>Expand examinations by competencies for a greater number of Educational Experiences</li> </ul>

<p>University of Portsmouth</p>	<p><b>Areas of Good Practice</b></p> <ul style="list-style-type: none"> <li>The University of Portsmouth's commitment to co-creation with students. In recent years, student feedback has prompted changes to the structure of our academic year and curriculum framework. Our students have been at the heart of projects to create our Student Charter, significantly extend our Personal Tutoring programme, as well as core University documents such as the University Strategy and the Access and Participation Plan. In one recent project, a partnership of students, staff and the Students Union worked together in the co-creation of the University of Portsmouth Student Charter - a shared set of principles that staff and students agree to contribute to an outstanding student experience. The charter supports students to demonstrate the Hallmarks of a Portsmouth Graduate.</li> </ul> <p><b>Areas for Improvement</b></p> <ul style="list-style-type: none"> <li>Comprehensive evaluation of Induction programmes across the institution. Institution-wide surveys were sent to all first-year students who started their studies at the University of Portsmouth in 2016 and 2017 as part of a HEFCE funded attainment gap research project Changing Mindsets which focused on addressing unequal student outcomes for Black and Minority Ethnic students and socio-economically disadvantaged students. Findings and recommendations were encapsulated in the attached paper Improving Induction and Supporting Transition at the University of Portsmouth. This built on Induction Guidance issued the previous year. Since the conclusion of the project, first year students continue to be surveyed by some course teams and departments, but there is no agreed set of questions and no clear university wide process of reflection and evaluation of these surveys and devising evidence-informed actions. In the light of the very challenging circumstances caused by Covid-19, evaluation of the "blended and connected" Induction and Transition process the University is planning for the 2020 new starters and returning students, evaluation of not only the first-year experience, but also the second- and third-year experience will be crucial</li> </ul> <p><b>Areas for Further Development</b></p> <ul style="list-style-type: none"> <li>Support for commuter students making the transition to university. The impact of COVID-19 may well mean that increased numbers of students are studying from further afield. Some of these will be international students who are unable to travel the UK because of restrictions. Others may choose to study "remotely" because of perceptions of getting value for money from the outlay of rent and living expenses for a base away from home. Research in one Faculty has already shown a link between the drop in grades and the distance a student lives from the University. In 2020/21 it will be increasingly important to focus on these "commuter" students who may simply this year choose not to commute and carry out all of their studies remotely, rather than taking advantage of the blended and connected learning and teaching the University is providing. A number of interventions are being put in place, for example with our new Content Capture guidelines ensuring students who are unable to attend in person teaching events do not miss out, but more may be needed, as well as qualitative research to guide the direction of further interventions.</li> </ul>
<p>University of Waikato</p>	<p><b>Areas of Good Practice</b></p> <ul style="list-style-type: none"> <li>The Jump Start programme has proven a great success from implementation and it keeps growing from strength to strength. As the programme builds, more papers are offered. The</li> </ul>

	<p>outcomes for students (e.g. pass rates for subsequent papers enrolled in) prove its effectiveness. Reports of the Jump Start Programme are completed annually and are available on request.</p> <ul style="list-style-type: none"> <li>• An output of our Ōritetanga Learner Success project was the development of a Student Success Dashboard as a way of triggering when students may be in need of support through the analysis of nearly real-time data that provides a measure of student engagement in papers. This Dashboard is increasingly being used by teaching staff, divisional staff and central support teams across the University.</li> </ul> <p><b>Areas for Improvement</b></p> <ul style="list-style-type: none"> <li>• The University recognises that we often develop processes that work well for the way staff work, but not necessarily for the way students work. Whilst in most instances we consult, run focus groups, and include students on committees and working groups, we recognise that we do not have an institutional approach to ensure this is consistently done across the University. We are interested in understanding the ways in which other benchmarking partners are ensuring the student remains at the centre of all quality enhancements.</li> <li>• Building on the work completed for the Learner Success Dashboard, the University is looking to establish a single method of recording and tracking student support and interactions, automate some communications to students, develop a process to gather additional student data, and create consistency of data entry across the LMS. Through the collection of additional data, we aim to gain a better understanding of our student demographics so we can ensure each individual student is connected with the appropriate support services prior to commencement of their studies.</li> </ul> <p><b>Areas for Further Development</b></p> <ul style="list-style-type: none"> <li>• Develop better systems to assess the effectiveness of our services. Develop a pre-arrival peer/buddy system to connect and engage with future students and build their support networks prior to them commencing their studies on campus. Strategies and initiatives to put the students at the centre of everything we do, getting them more involved in all decisions that impact them.</li> <li>• Student-centric: Strategies and initiatives to put the students at the centre of everything we do, getting them more involved in all decisions that impact them.</li> </ul>
<p><b>Benchmarking Theme 3: Student Wellbeing and Safety</b></p>	
<p><b>Institution</b></p>	<p><b>Good Practice, Improvement and Further Development</b></p>
<p>Australian College of Nursing</p>	<p><b>Areas of good practice</b></p> <ul style="list-style-type: none"> <li>• ACN has purchased a three-year subscription to the Consent Matters and Responding to Disclosures of Sexual Violence online training modules. Consent Matters training is an interactive and evidence-based online course covering the areas of sexual consent, communication and relationships, and bystander intervention. Responding to Disclosure of Sexual Violence (RDSV) is an online course that ensures all ACN staff and students can provide appropriate support to students who experience Sexual Assault or Sexual Harassment. The online training modules are compulsory for all staff and students</li> </ul> <p><b>Areas for improvement</b></p> <ul style="list-style-type: none"> <li>• ACN needs to evaluate the student support services including the Sexual Assault and Harassment training</li> </ul>

	<p><b>Areas for further enhancement</b></p> <ul style="list-style-type: none"> <li>• Student involvement in activities to support mental health.</li> </ul>
Australian Institute of Higher Education	Not submitted
Australian Institute of Professional Counsellors	<p><b>Areas of good practice</b></p> <ul style="list-style-type: none"> <li>• Current Student Safety and Well-being Policy is very robust</li> </ul> <p><b>Areas for improvement</b></p> <ul style="list-style-type: none"> <li>• Education programs and resources for both students and staff.</li> </ul>
CQUniversity	<p><b>Areas of good practice</b></p> <ul style="list-style-type: none"> <li>• International Student Health Promotion - each academic term, international students are provided with new targeted health and wellbeing programs to meet their identified changing needs. Data collected in the form of surveys, interviews and focus groups informs health and wellbeing content. Initiatives and programs are run both online and in-person, depending on the needs of international students.</li> <li>• Positive Learning for University unit in the STEPS Course to support students identified as benefitting from educational strategies based on the concept of Positive Psychology. Techniques are taught to enhance clarity and identify personal meaning and values; increase optimism through changes in thinking; consider how gratitude and mindfulness improve personal well-being; identify personal strengths; provide opportunities to develop positive relationships; improve communication skills; and integrate healthy living to ensure a healthy environment for study. Additionally, in order to navigate an online world, students are introduced to a number of technology platforms that will further support their learning. Positive Learning for University has had very favourable student evaluations, both through the formal evaluation channel and via unsolicited reflections from students who attribute an improvement in their mental wellbeing to the content and delivery of this specific unit.</li> <li>• First Response Training and accompanying Guidelines - the First Response Training: Student in Distress is a 6-hour training program for staff facilitated by student counsellors to equip staff to respond to students in distress, students who disclose an experience of sexual violence, or when there is a student critical incident.</li> <li>• University Mental Health Strategy (UMHS) - the purpose of CQUniversity's UMHS, Mind Waves: is to develop and implement a mental health strategy that promotes student and staff mental health and wellbeing and provides a positive educational and workplace experience via a healthy, resilient, inclusive, compassionate and connected University community. Students contributed to the development of Mind Waves which has resulted in a strategy that directly addresses the needs and wants of students in the mental health promotion space.</li> </ul> <p><b>Areas for improvement</b></p> <ul style="list-style-type: none"> <li>• Engagement more broadly with student groups to co-design initiatives, implementation and review.</li> </ul>

	<ul style="list-style-type: none"> <li>• Better distribution and promotion of survey data to support the review and improvement of services to students</li> <li>• Monitoring and evaluation of the effectiveness of initiatives that promote student wellbeing and contribute to student success and retention.</li> </ul> <p><b>Areas for further enhancement</b></p> <ul style="list-style-type: none"> <li>• Mind Waves Mental Health Strategy is in the early phases of dissemination and moving forward more work will be done to embed the Strategy framework across the organisation.</li> <li>• Collaborative initiatives to promote student mental health and wellbeing that are embedded across the University and integrated across business units.</li> </ul>
Excelsia College	<p><b>Areas of good practice</b></p> <ul style="list-style-type: none"> <li>• Orientation Online Modules Student Support Center</li> </ul> <p><b>Areas for improvement</b></p> <ul style="list-style-type: none"> <li>• Evaluating the effectiveness of policies Increasing student attendance on campus</li> </ul> <p><b>Areas for further enhancement</b></p> <ul style="list-style-type: none"> <li>• Students playing a greater role in the governance of the College Supporting international students with challenges of living abroad</li> </ul>
Holmesglen	<p><b>Areas of good practice</b></p> <ul style="list-style-type: none"> <li>• Supports for students that have been rapidly 'ramped up' and put in place in response to the varying needs of students as a result of the shift to remote learning and other personal impacts such as job loss due to the COVID-19 pandemic as evidenced in the detailed responses to the questionnaire.</li> </ul> <p><b>Areas for improvement</b></p> <ul style="list-style-type: none"> <li>• Fine-tuning the expanded supports for students that have been implemented in 2020 and further expanding and embedding the supports which have had most impact as well as identifying areas which need further development/extension of current strategies to strengthen these aspects.</li> </ul> <p><b>Areas for further enhancement</b></p> <ul style="list-style-type: none"> <li>• Areas that, following detailed analysis of student wellbeing and safety strategies in place in 2020 and the impact of these, identifying those areas that most need further strategy development. The 2020 analysis is still in progress and so the specific areas for further development are not yet fully identified.</li> </ul>
Kaplan Business School	<p><b>Areas of good practice</b></p> <ul style="list-style-type: none"> <li>• One thing we believe we do well at KBS in the area of student wellbeing and safety is provide a wide variety of proactive services to our students. Due to the incredibly diverse nature of our cohort (over 80 different nationalities), we acutely understand the differences in cultures, approaches and behaviours of our students. Therefore, we make a concerted effort to offer a breadth of support services that engages the majority rather than the minority. This list of initiatives here is endless, but we'd like to point out 5 key areas and examples of an initiative within each that demonstrates this: <ul style="list-style-type: none"> <li>• Staffing: In January 2019, we hired dedicated student counsellors at all of our campuses across 5 states in Australia. The service uptake was significant, and we doubled their hours by April 2019 and implemented a new booking system to make access to their services as easy as possible for students.</li> <li>• Facilities: At all of our campuses, you'll find a plethora of communication targeted towards students regarding health and wellbeing. This includes information on Headspace, Legal</li> </ul> </li> </ul>

	<p>Advice, Advocacy, Mental Health, Culture, Fair Work etc. Our facilities themselves have dedicated spaces to promote wellbeing, such as counselling rooms, quiet spaces and open Student Hubs. • Workshops/events: Every single trimester, we offer at least one workshop on personal safety. This has included sessions from the police, fire services, ambulance, lifeguards and more. Throughout COVID-19, these sessions have been delivered online for all our students with specific topics targeting dealing with the pandemic. • Resources: We want to ensure that students have a wide variety of resources at their fingertips, with easy access at all times. Further information and resources can be sourced quickly and easily through places like their learning portal, the website, Z-cards, posters, emails, apps and more. • Innovation: Kaplan have partnered with Sonder in 2020 to further boost our service offerings with regards to student safety. Sonder is a 24/7 personal safety and wellbeing service available via phone and live chat, with in-person assistance if you need it. In the first 3 months alone, KBS students registered over 12,000 contact hours with this service.</p> <p><b>Areas for improvement</b></p> <ul style="list-style-type: none"> <li>• Uptake and tracking: With over 3,500 students across 5 states, we're constantly in a position where we want to broaden the access and usage of the services, we provide our students. We often find the most engaged, proactive students are the ones that engage with our staff, attend our events and utilise the resources we provide. We provide an incredible portfolio of services, resources and information – but we'd like to see a greater uptake from the majority of our students. Unfortunately, our systems are not sophisticated enough to track the levels of engagement of our wider cohort. We have limited visibility in some areas (log in rates, click rates, attendance, activations etc.), but not a holistic view on how much engagement there is from the wider student body. If we had this data, we could then tailor our services to those we know are not using the services we are providing and be more effective in our delivery of these services. This will be remedied in 2021 with the introduction of an all-encompassing Student Management System.</li> </ul> <p><b>Areas for further enhancement</b></p> <ul style="list-style-type: none"> <li>• Consistency/effectiveness of communication: As at every institution, we suffer from limited forms of communication with our students. Often, we are restricted to a few mediums, these being emails, posters, text and face to face. Each have their issues, and we all know that students are suffering from information overload. At the moment, we don't have the tailored communication channels we would like. In the future, we'd want to target our communication to specific groups of students based on relevant data. For example, when a student fails an assignment or misses a class, we could send tailored communication offering the right support services at the right time. Although this is done, it is completed manually, ad-hoc and difficult to measure effectiveness. With the implementation of a new Student Management System on the horizon, and a new role looking after student communication, we're looking to automate much of the communication going to students based on patterns of behaviour and data sets. This will free up much of the manual work currently being done and allow staff to focus on the delivery of these key support services.</li> </ul>
Melbourne Institute of Technology	<p><b>Areas of good practice</b></p> <ul style="list-style-type: none"> <li>• Proactive support provided to students by Student Counsellor and Advocacy Officers and via the InSPIRE program. Oversight of the ARMC on reportable management of student safety both on and off campus.</li> </ul> <p><b>Areas for improvement</b></p>

	<ul style="list-style-type: none"> <li>• Further development of safety procedures for students studying online, as this is a new process for MIT</li> </ul> <p><b>Areas for further enhancement</b></p> <ul style="list-style-type: none"> <li>• Updating policies and procedures to cater for the online/digital environment.</li> </ul>
Murdoch Institute of Technology	<p><b>Areas of good practice</b></p> <ul style="list-style-type: none"> <li>• Pre departure communications Pre departure is a campaign that has been setup to ensure key information is provided to students prior to arrival, the campaign runs for 6 weeks. Emails sent at: 6 Weeks to arrival, 3 Weeks to arrival, 1 Week to arrival the campaign links them back to the pre departure page. The page is in this format to aid a guided pre arrival with chunked information.</li> <li>• Your Success is a targeted communications campaign to Students in their 1st trimester at the beginning of the 2nd week. The purpose of this campaign it to make contact with students and check if things are going well, remind them of support and answer any questions. SMS goes to Foundation Studies students as they are timetabled most of the day and we cannot call them after hours due to staff scheduling. Diploma students are contacted by phone as their timetable is more flexible, we can call them after a class</li> <li>• Student Council To promote the interests of all students at MIT in order to create a safe and good learning and school environment. To organise activities which support the school community. To raise funds to support Community and Service projects. To raise funds to support students’ activities. To ensure ongoing communication among all members of the school</li> <li>• Student Liaison Sub Committee To promote the academic interests of all students at MIT in order to ensure students have a voice in academic governance. To express its views and present proposals to the school leadership in matters relating to units and assessments. To present views and proposals to the MIT/ Murdoch University Academic Committee.</li> </ul> <p><b>Areas for improvement</b></p> <ul style="list-style-type: none"> <li>• The MIT Learning and Teaching Plan is an evolving document in which MIT Managers note areas to improve and propose projects to make improvement in these areas. This does not just pertain to academics, but all touch points for current students</li> </ul> <p><b>Areas for further enhancement</b></p> <ul style="list-style-type: none"> <li>• After a review of the different student information systems in the market, and subsequent testing to see if they could actually do what we required of the new system, it was decided that the Tribal SITS platform would provide the best solution for the three Kaplan International businesses. As agents and students will be using the new system as well as staff, the name of new student information platform across our three businesses was then decided: it would be “Kaplink”. This new system will allow for: End to End student system which will provide a dash board for our students which will give them a clear picture of their journey with MIT Improved analytics which intern will allow further analysis of student progression data which will contribute to the overall development of the Teaching and Learning Plan for MIT. The go live date for this system will be early November 2020</li> </ul>
Swinburne University of Technology	<p><b>Areas of good practice</b></p> <ul style="list-style-type: none"> <li>• Swinburne has many services and programs to respond to and prevent injury and illness (both physical and mental) and to promote wellbeing and foster an inclusive, supportive and engaging environment, allowing our students to gain life skills and thrive in their studies to achieve their academic and personal goals.</li> </ul>



	<ul style="list-style-type: none"> <li>• Swinburne promotes and celebrates diversity and works hard to develop programs that are targeted to meet the needs of our diverse students and provide equitable and targeted services that increase and widen participation of specific cohorts such as indigenous, low SES status and rural and remote students. We ran a “Zero Tolerance for Intolerance” campaign to celebrate our diverse university community and prevent discrimination, harassment and vilification.</li> <li>• As well as the wide range of student support services and programs, including on campus GPs, social workers, counsellors/psychologists and other health professionals, Swinburne has a peer support program known as “H-Squad” which consists of student health ambassadors who promote health initiatives to other students such as mindfulness, having a healthy diet and RUOK Day. Our Health Promotion and Primary Prevention Team also promotes wellbeing via our online Health Information Hub which provides online information for students, prepared in consultation with students with credible, relevant information on mental health, sexual health, healthy living, alcohol &amp; other drugs. They also ran a "We're here for you" communication campaign focusing on areas of concern to student health, wellbeing and safety including mental health, social isolation, family violence, cyber safety, substance abuse, homelessness and eating disorders and developed podcasts such as “The things I’ve thought” regarding mental health, sharing students lived experience with substance abuse, depression, homelessness, domestic abuse, anxiety and eating disorders in a real and relatable way.</li> <li>• Our International Student Employability Adviser helps international students to prepare for the workforce after they complete university. Workshops have been run, such as a “Women in the Workforce” workshop for international students, recognising that gender and cultural factors can present different challenges for international students as they enter the work force. Feedback from students indicated that they appreciated hearing from ex-students experience and the opportunity to network with the presenters. Swinburne has also run a program for Road Safety for International Students and we have an Accessibility Careers Hub for students living with disability, a medical or mental health condition, or have primary carer responsibilities to develop career management skills and improve their employability.</li> <li>• In response to COVID-19, students were contacted directly via email and phone and information made available on our website. Orientation week activities and Open Day events for commencing students were held online. Open Day was facilitated through the development of an interactive digital-style campus tour called ‘Swintopia’: <a href="https://swintopia.swinburne.edu.au/">https://swintopia.swinburne.edu.au/</a></li> </ul> <p><b>Areas for improvement</b></p> <ul style="list-style-type: none"> <li>• Whilst we provide a wide range of services for students, there is room for improvement to develop better measures to evaluate the effectiveness of these and strategic review.</li> </ul> <p><b>Areas for further enhancement</b></p> <ul style="list-style-type: none"> <li>• Whilst students are able to provide feedback that informs University decision making processes, and they participate on university committees, as key stakeholders, it would be good to get more input from students from all student cohorts regarding our policies and procedures so that we are able to better respond to their specific needs.</li> </ul>
<p>Universidad Veracruzana</p>	<p><b>Areas of good practice</b></p> <ul style="list-style-type: none"> <li>• We always work for the care of the physical and mental health of the university community through the different departments that the university has for this purpose.</li> </ul>

	<ul style="list-style-type: none"> <li>The intra- and extra-university articulation around university students is always sought as well as science, humanism, the arts, sports and health, as a way for their human and integral development.</li> </ul> <p><b>Areas for improvement</b></p> <ul style="list-style-type: none"> <li>Expand the presence of the Center for Human and Comprehensive Development of University (CEnDHIU) to all university regions</li> <li>Expand the presence of sentinel centers on all university campuses</li> </ul> <p><b>Areas for further enhancement</b></p> <ul style="list-style-type: none"> <li>Evaluate the effectiveness of the Center for Human and Comprehensive Development of University (CEnDHIU).</li> <li>Monitor the activities of the sentinel centers.</li> <li>Establish UI-GIR in each academic entity of the UV</li> </ul>
University of Portsmouth	<p><b>Areas of good practice</b></p> <ul style="list-style-type: none"> <li>Welcome Ambassador Project Lead. Inspire. Connect. Join the Welcome Ambassadors team and make a real difference to your student community. This ambitious and exciting programme launched in 2018-19 for the first time, with current numbers at over 500 Welcome Ambassadors who have supported hundreds of first year students to settle into life at Portsmouth. The Project gained national media attention when it was recommended by the Universities Minister as an example of good practice supporting student transitions. The scheme also won a Vice Chancellor’s Award for Excellence. The award-winning Welcome Ambassador programme is about being a leader and role model standing up for inclusivity and a welcoming campus for all. Welcome Ambassadors pledge to uphold the values of the University’s Student Charter - Support, Community, Opportunity, Respect and Education. Being a Welcome Ambassador is about playing your part in strengthening the friendly, welcoming learning community that we are known for here at the University of Portsmouth. Taking the Welcome Ambassador pledge is a great way to connect with other students, to inspire others and to be inspired.</li> </ul>
University of Waikato	<p><b>Areas of good practice</b></p> <ul style="list-style-type: none"> <li>The Wellbeing Hub is a strength for the University</li> <li>Waikato University was the first university in New Zealand to provide esports and wellbeing is a key focus within the programme. Esports is a useful example of how student voice can help initiative and drive excellent initiatives</li> <li>The University also has an excellent working relationship with its Students' Union, in which students help students with wellbeing initiatives</li> </ul> <p><b>Areas for improvement</b></p> <ul style="list-style-type: none"> <li>We are in the process of developing a strategy for wellbeing that draws on the array of individual plans to create an integrated wellbeing framework.</li> <li>To take a student-centric approach to health and safety rather than solely a staff focused one.</li> </ul> <p><b>Areas for further enhancement</b></p> <ul style="list-style-type: none"> <li>The University will act on the information gathered in the New Zealand Universities Pastoral Care Self Review that is underway in 2020.</li> <li>The Health and Safety team could connect with Student Services for better integration of services.</li> </ul>

# References

Australasian Council on Open, Distance and e-Learning (ACODE) (2014). Benchmarks for technology enhanced learning.

# Appendices

**Appendix 1:** Sector results for academic advising

Institution	1.1	1.2	1.3	1.4	2.1	2.2	2.3	3.1	3.2	3.3	4.1	4.2
Australian College of Nursing (ACN)	Light Green	Light Green	Red	Orange	Dark Green	Light Green	Light Green	Light Green	Dark Green	Dark Green	Light Green	Light Green
Australian Institute of Higher Education (AIH)	White	White	White	White	White	White	White	White	White	White	White	White
Australian Institute of Professional Counsellors (AIPC)	Light Green	Light Green	Orange	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Orange	Light Green	Light Green
Asia Pacific International College (APIC)	Dark Green	Dark Green	Red	Dark Green	Dark Green	Dark Green	Dark Green	Light Green	Dark Green	Dark Green	Dark Green	Dark Green
CQUniversity (CQU)	Dark Green	Dark Green	Light Green	Light Green	Dark Green	Light Green	Dark Green	Dark Green	Dark Green	Light Green	Light Green	Light Green
Kaplan Business School (KBS)	Dark Green	Dark Green	Light Green	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green	Light Green	Light Green
Melbourne Institute of Technology (MIT)	Dark Green	Dark Green	Dark Green	Dark Green	Light Green	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green
University of Manchester (UoM)	Dark Green	Light Green	Orange	Light Green	Light Green	Light Green	Light Green	Light Green	Dark Green	Dark Green	Light Green	Light Green
Universidad Technica del Norte (UTN)	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Orange	Light Green	Light Green
Universidad del Norte	Dark Green	Dark Green	Orange	Dark Green	Dark Green	Light Green	Dark Green	Light Green	Orange	Orange	Light Green	Light Green
Universidad Veracruzana	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green
University of Portsmouth	Dark Green	Dark Green	Light Green	Light Green	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green	Light Green	Orange
University of Waikato	Dark Green	Dark Green	Red	Dark Green	Dark Green	Light Green	Light Green	Dark Green	Dark Green	Light Green	Light Green	Light Green

**Appendix 2.** Sector results for first year transition and retention

<b>Institution</b>	<b>1.1</b>	<b>1.2</b>	<b>1.3</b>	<b>1.4</b>	<b>2.1</b>	<b>2.2</b>	<b>2.3</b>	<b>3.1</b>	<b>3.2</b>	<b>3.3</b>
Australian Institute of Higher Education (AIH)										
Australian Institute of Professional Counsellors (AIPC)										
CQUniversity (CQU)										
Kaplan Business School (KBS)										
Melbourne Institute of Technology (MIT)										
Swinburne University of Technology										
Universidad Veracruzana										
University of Portsmouth										
University of Waikato										

**Appendix 3. Sector results for student wellbeing and safety**

Institution	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	2.5	3.1	3.2	3.3	3.4
Australian College of Nursing (ACN)	Dark Green	Dark Green	Dark Green	Dark Green	Red	Dark Green	Light Green	Light Green	Light Green	Light Green	Dark Green	Light Green	Red	Red
Australian Institute of Higher Education (AIH)	White	White	White	White	White	White	White	White	White	White	White	White	White	White
Australian Institute of Professional Counsellors	Dark Green	Light Green	Light Green	Light Green	Light Green	Light Green	Orange	Light Green	Light Green	Light Green	Orange	Orange	Orange	Orange
CQUniversity (CQU)	Dark Green	Light Green	Dark Green	Dark Green	Light Green	Light Green	Light Green	Light Green	Dark Green	Dark Green	Dark Green	Light Green	Light Green	Light Green
Excelsia College	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green
Holmesglen	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green
Kaplan Business School	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green	Light Green	Dark Green	Dark Green	Dark Green	Dark Green	Light Green	Dark Green
Melbourne Institute of Technology (MIT)	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green
Murdoch Institute of Technology	Light Green	Light Green	Dark Green	Dark Green	Light Green	Dark Green	Light Green	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green	Light Green